School to Work
CREATING FUTURE PATHWAYS

Vocational Learning in **English**

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

Vocational Education in Schools Directorate

Vocational Learning in English

"When students leave school, they should have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning".

Adelaide Declaration on National Goals for Schooling in the Twenty-First Century (1999)

School to Work
CREATING FUTURE PATHWAYS

Acknowledgements

The Vocational Education in Schools Directorate acknowledges the work of all contributors who provided advice and material that helped shape the content of this resource.

Produced by:

Vocational Education in Schools Directorate
NSW Department of Education and Training
Level 1, 1 Oxford Street
Darlinghurst NSW 2010

© NSW Department of Education and Training
(Vocational Education in Schools Directorate) 2005

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, no part of this publication may be reproduced by any process without permission in writing from the publisher.

NSW schools may photocopy any part of this publication for use by teachers within NSW Government schools.

ISBN 0731384016
SCIS 1213415

Contents

1 Vocational and Enterprise Learning in English

1.1 Introduction 1
1.2 *School to Work: Creating Future Pathways 2005-2007* 1
1.3 Enterprise learning in English 2
1.4 Quality teaching in NSW public schools 3
1.5 Assessment for learning 3
1.6 Vocational learning syllabus links in the English curriculum 3
1.6.1 *Work, Employment and Enterprise* in the English Years 7-10 syllabus 3
1.6.2 *Key Competencies* in the English Years 7-10 syllabus 4
1.6.3 *Key Competencies* in the English Stage 6 syllabus 4
1.6.4 Vocational learning outcomes in English Stage 6 4

2 Employment Related Skills in the Classroom

2.1 Employment related skills 5
2.1.1 Identifying employment related skills – a questionnaire for teachers 6
2.1.2 Examples of employment related skills developed in English Stages 4, 5 and 6 7
2.1.3 Sample unit of work annotated with employment related skills 8
2.2 *The Employment Related Skills Logbook* 13
2.2.1 Why use the logbook? 13
2.2.2 What's new in the 2005 logbook? 14
2.2.3 *The Employment Related Skills Logbook* overview 15
2.2.4 Models of logbook implementation in schools 21
2.2.5 Teacher examples: Logging employment related skills in the classroom 22
2.2.6 Teacher activity: Logging employment related skills in the classroom 34

3 Student Vocational Learning Activities

3.1 English student activities 35
3.1.1 Education and Training Pathways 36
3.1.2 Education and Training Pathways for a career relating to English 37
3.1.3 Enterprise through English 38
3.2 English teaching unit: Gender and the Workplace 41

4 Education and Training Pathways in English

4.1 Credit transfer arrangements 73
4.1.1 Credit transfer arrangements: HSC to TAFE NSW 73
4.1.2 HSC English courses and credit transfer arrangements 73
4.1.3 *School Statement of Achievement* forms 76
4.1.4 Credit transfer from TAFE NSW to university 77
4.2 Traineeships and apprenticeships 78
4.2.1 School Based Traineeships in NSW schools 79

5 Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements 81
5.1.1 Employment related skills mapping 87
5.2 Vocational learning resources for teachers and students 88
5.2.1 *myfuture.edu.au* 91
5.2.2 *The Real Game Series* 92
5.2.3 *Links to ReCaP* 93
5.3 Enterprise resources and activities 94
5.4 *Teachers in Business* – an opportunity for teachers 96

1. Vocational and Enterprise Learning in English

"Career building skills should not be taught as a separate subject but should be integrated with other curriculum subjects, such as maths, history ... Why are we learning these subjects if not to prepare for the rest of life? Let's put a context around these subject areas that adds greatly to the learning experience."

Phil Jarvis (2002)
Vice-President, Canadian Work/Life Centre

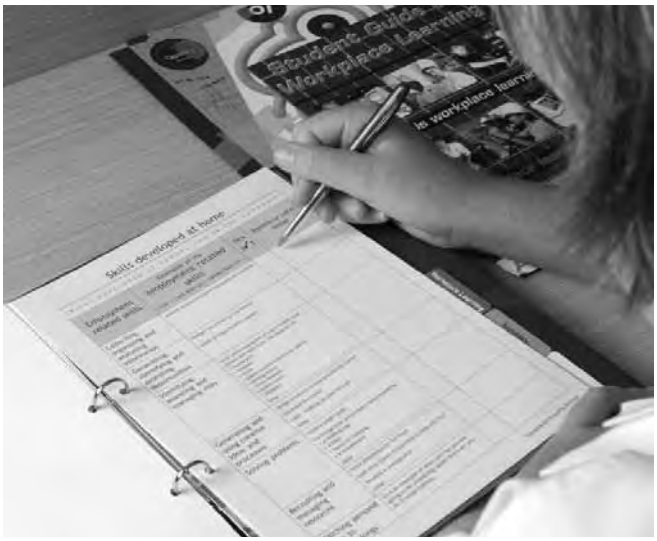
1.1 Introduction

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the world beyond it.

Vocational Learning in English is a curriculum support tool for secondary school teachers within the English key learning area. This resource supports teachers in implementing the English Years 7-10 and Stage 6 syllabuses to identify and provide a range of opportunities for students to articulate the relevance of their curriculum learning to personal growth and future careers.

Vocational Learning in English also provides teachers with information and teaching strategies to support the implementation of the *Employment Related Skills Logbook.*

This booklet updates the existing *Vocational Learning in English* booklet provided to teachers in 2003.



1.2 *School to Work: Creating Future Pathways 2005-2007*

School to Work: Creating Future Pathways extends and builds on the successes of the *School to Work Program* implemented between 1999-2003 as part of the NSW Government commitment to support students in transition from school to post-school education, training and employment destinations.

School to Work: Creating Future Pathways recognises the impact on young people's life decisions in a world where ideas about work and practices in the workplace are changing rapidly. Students need to develop employment related skills and enterprising attributes that can be applied to a range of jobs and careers, and to be prepared to engage in lifelong learning.

School to Work focuses on four priority areas:

- Planning Transition Pathways
- Exploring Career Futures
- Strengthening Student Outcomes through Vocational Learning
- Building Networks and Connections.

1.3 Enterprise learning in English

Enterprising students possess the drive and commitment to identify, initiate, be resourceful and manage activities that are real and relevant to them both within school and the wider community. Enterprise learning develops students' personal and employment related attributes including the ability to be innovative and to successfully manage change.

The Enterprise Education Action Research (EEAR) project funded by the Australian Government (2002/2004) highlighted that ... *the focus of enterprise education should be on students' learning as enterprising people, rather than on activity alone.*

Therefore, students will be encouraged to be enterprising when they are provided with opportunities of:

- **Student ownership** – students are given opportunities to have greater control of the learning experience rather than having decisions made for them – for example, negotiating tasks and related assessment criteria. This involves making the learning environment as real as possible so that students will become actively involved in and own what is occurring.
- **Experiential learning** – activities that allow students to learn by 'doing' both inside and outside the classroom. This will combine classroom learning and participation in the broader school community.
- **Cooperative learning** – students learn with and from each other including working in teams both inside and outside school boundaries. This includes the ability to exercise personal and shared responsibility, rather than being dependent on the teacher to solve problems and resolve issues.
- **Reflective practice** – opportunities for evaluation need to be built into the learning outcomes of the activity so students learn from their experiences.

In this respect, enterprise learning is not something new but something that needs to be made **more explicit** to students as they are learning, and needs to be **integrated into normal classroom practice**. In this way, students will be able to apply their wider school learning to real life situations thus making learning more authentic, relevant and engaging.

Effective partnerships between schools, parents, local business and industry are a key factor in the success of enterprise learning. The support and engagement of business and communities provide students with the opportunity to put their enterprising skills into practice.

Examples of enterprise learning in English courses could include students:

- planning, organising and running events or conducting a fund raising exercise involving exhibitions and performances of works such as poetry, drama and creative writing.
- undertaking the *Young Achievement Australia Business Enterprise Program* which involves student teams communicating to staff, conducting surveys and presentations.
- operating a business that produces a play, performance or sells written work.
- operating a practice firm within the Australian Network of Practice Firms, selling virtual products using oral and written presentation skills.
- setting up and operating a school-based business producing a magazine or newspaper.
- organising and running a literary day for the whole school.
- writing, producing and editing a school publication – for example, a Year 10 Yearbook or monthly newsletter.

List some examples of enterprise learning that your students are involved in/could be involved in:

My students are involved in/could be involved in:

Further information and student activities are provided in the *Employment Related Skills Logbook*.

1.4 Quality teaching in NSW public schools

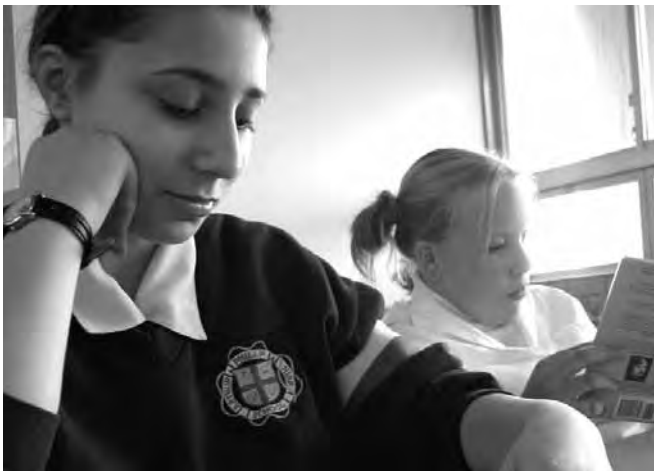
Vocational Learning in English assists teachers to improve student outcomes by supporting the *Quality teaching in NSW public schools* model of pedagogy. It provides teachers with ideas, approaches, tools, resources and support materials that promote high levels of **intellectual quality**, a high **quality learning environment** and **significance** by connecting students with authentic learning contexts.

1.5 Assessment for learning

Vocational Learning in English provides support for teachers to plan and implement effective assessment for learning strategies. This includes the use of contemporary assessment strategies which are evidence-based and which help make learning more meaningful and important to students.

Student self-assessment and peer-assessment opportunities are encouraged through the use of tools such as the *Employment Related Skills Logbook* and activities from *The Real Game Series*, for example. Also encouraged are assessment strategies that involve authentic learning contexts that connect students with their world. Such strategies could include enquiry-based research assignments and projects and fieldwork activities involving students in work-based and community-based learning.

1.6 Vocational learning syllabus links in the English curriculum



1.6.1 *Work, Employment and Enterprise* in the English Years 7-10 syllabus

The NSW Board of Studies has included cross-curriculum content and student learning outcomes for *Work, Employment and Enterprise* in all new Years 7-10 syllabuses, including English. By addressing *Work, Employment and Enterprise* content, English teachers can assist students to develop important knowledge, understanding, skills, values and attitudes about work, employment and the workplace. Students can also be encouraged to engage with enterprise, service, community and work-based learning opportunities. *Vocational Learning in English* supports English teachers in addressing these syllabus outcomes.

1.6.2 *Key Competencies* in the English Years 7-10 syllabus

Key Competencies are generic competencies essential for effective participation in existing and emerging learning for future education, work and life. They are embedded in the NSW Board of Studies English Years 7-10 syllabus.

The *Key Competencies* are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

1.6.3 *Key Competencies* in the English Stage 6 syllabus

The *Key Competencies* are embedded in the English Stage 6 courses below:

- English (Standard)
- English (Advanced)
- English as a Second Language (ESL)
- English (Extension)
- Fundamentals of English.

The *Key Competencies* embedded in the English Stage 6 syllabus enhance student learning are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- solving problems
- using technology.

1.6.4 Vocational learning outcomes in English Stage 6

The following English Stage 6 objectives support vocational learning outcomes.

Students will develop skills in:

- effective communication
- individual and collaborative learning
- investigation, imaginative and critical thinking, and analysis of ideas.

Students will come to value and appreciate:

- reflection on their own processes of learning.

2. Employment Related Skills in the Classroom

"People will have a portfolio, individually managed careers … Employees will also have to cultivate more transferable skills … and be constantly re-training."

Dr Jim Bright, University of NSW (2004)

2.1 Employment related skills

Employment related skills are generic skills which are transferable to the ever-changing work environment. These skills are developed throughout a person's life and in multiple settings, including work and life settings and educational contexts. Nine skills have been identified in the *Employment Related Skills Logbook*. They are:

Self-management	**Communication**	**Problem solving**
Initiative and enterprise	**Teamwork**	**Technology**
Learning	**Planning and organising**	**Cross-cultural understanding**

Employment related skills are highly valued by employers. Education programs that emphasise these skills offer students a comparative advantage in the labour market. These skills also support young people in becoming active citizens in their community.

Each teacher has a role to play in helping young people develop their employment related skills. For more information, the guide *5.1 Employment related skills and their elements* has been developed to support classroom teachers in identifying the employment related skills students are able to demonstrate by participating in curriculum activities.

2. Employment Related Skills in the Classroom

2.1.1 Identifying employment related skills – a questionnaire for teachers

Are you already teaching employment related skills in the classroom?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to identify employment related skills you are already teaching to your students.

Do your students develop any of these skills in your classroom?
Tick and add to the list below.

Self-management

(✓) Are you teaching your students to:

- ❑ have clear personal goals and strategies
- ❑ be task-orientated and outcomes focused
- ❑ show interest, initiative and effort
- ❑ seek advice and support when required
- ❑ be pro-active in career planning, time management and setting challenges.

Initiative and enterprise

(✓) Are you teaching your students to:

- ❑ identify opportunities
- ❑ develop a strategic, creative, long-term vision
- ❑ show independence and initiative in identifying problems and solving them
- ❑ enjoy the challenge of new experiences.

Learning

(✓) Are you teaching your students to:

- ❑ learn in any setting
- ❑ identify and access learning sources and opportunities
- ❑ use a range of mediums to learn including mentors, peers, networking and information technology
- ❑ acknowledge the need to learn in order to accommodate change.

Communication

(✓) Are you teaching your students to:

- ❑ speak to a group confidently
- ❑ speak and write in another language
- ❑ follow verbal instruction
- ❑ select the appropriate communication form and style
- ❑ use verbal and non-verbal modes of communication.

Teamwork

(✓) Are you teaching your students to:

- ❑ understand how to operate in teams
- ❑ recognise and respect people's diversity, individual differences and perspectives
- ❑ establish group goals
- ❑ manage and resolve conflict when appropriate.

Planning and organising

(✓) Are you teaching your students to:

- ❑ take initiative and make decisions
- ❑ manage time and priorities
- ❑ establish clear project goals and deliverables
- ❑ collect, analyse and organise information, using appropriate methods.

Problem solving

(✓) Are you teaching your students to:

- ❑ anticipate, identify, clarify and frame problems
- ❑ develop and explore practical solutions
- ❑ analyse and assess information and situations
- ❑ implement solutions.

Technology

(✓) Are you teaching students to:

- ❑ gain a range of basic information technology skills
- ❑ manage and use technology
- ❑ understand the social implications of technology.

Cross-cultural understanding

(✓) Are you teaching your students to:

- ❑ understand and respect cultural and community diversity
- ❑ work with people of different ages, gender, race, religion
- ❑ show respect and concern for others
- ❑ interact with sensitivity and empathy.

2.1.2 Examples of employment related skills developed in English Stages 4, 5 and 6

Students gain a variety of valuable employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying English courses in Stages 4-6.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Self-management Ability to take responsibility for setting and achieving personal goals	• compose texts over time using processes of planning, drafting, rehearsing, responding to feedback, editing, and publishing • use management strategies including drawing up a schedule, monitoring progress and meeting deadlines • negotiate with the teacher appropriate tasks and criteria.
Initiative and enterprise Ability to seek/take advantage of opportunities	• experiment with different ways of representing ideas in spoken, written and visual forms • question and challenge information and ideas in texts through close study • discover the cleverness and joy of invention.
Learning Ability to achieve new skills and/or knowledge	• articulate and monitor the effectiveness of learning strategies • reflect on and assess learning • develop a sense of personal style and taste in composition and response • become active independent learners to work with others and reflect on learning.
Communication Ability to express and understand information	• communicate information, ideas and values in written, spoken and visual forms for a variety of purposes, audiences and situations • effectively use Standard Australian English • express considered points of view in different situations • make use of effective techniques for speaking accurately and coherently, with confidence and fluency in formal and informal situations.
Teamwork Ability to work effectively with others to get things done	• establish and adopt roles and responsibilities in group situations • effectively plan, develop and draw conclusions in discussions • perform an allocated role responsibly in a group when working collaboratively • negotiate and implement strategies and meet deadlines.
Planning and organising Ability to coordinate and prioritise tasks and resources	• use speaking and writing for sorting and selecting information and clarifying ideas • identify, plan and prioritise stages of a task • generate, document, clarify, organise and present ideas and information.
Problem solving Ability to identify problems and develop solutions	• use the imagination to represent ideas • use conjecture and hypothesis as learning strategies • pose and clarify problems and issues to be explored and solved through language.

Employment Related Skills	Students can … /Students are able to … /Students know how to …
Technology Ability to use appropriate technologies to complete tasks	• apply etiquette and ethical behaviour associated with email and Internet use • use technology to communicate with others – for example, text messaging and email • use the features of information and communication technologies, including word processing, to compose texts in a range of forms and for different purposes • evaluate the effectiveness of processes and technologies in the investigation and organisation of information and ideas.
Cross-cultural understanding Ability to respect diversity and act without discrimination	• develop critical and imaginative faculties to broaden cultural understanding • understand Aboriginal English as a valid and culturally accepted variation of expression • recognise and consider cultural factors when engaging with others.

2.1.3 Sample unit of work annotated with employment related skills

As you can see from completing the previous questionnaire, you are already teaching employment related skills in your classroom. The next step is to make it explicit in your current teaching programs. A simple way to start is to annotate a current teaching program with employment related skills. Below is a sample unit and assessment activities developed for the English Unit, Curriculum K-12 Directorate showing annotated employment related skills for you to use as a guide.

Boorowa Central School
Stage 5 English unit: Influential People

Focus: Non-fiction Duration: 6-7 weeks

Cross-Curriculum Content:

- ICT
- Work, Employment and Enterprise
- Key Competencies
- Literacy
- Difference and Diversity

This non-fiction unit allows students to study spoken, print, visual, media (TV/magazine) and multi-media (internet) texts.

Resources

- *Time* magazine: Special Issue (April 26, 2004) OR
- *Time* magazine's 100 'Influential People of the Twentieth Century' <www.time.com/time/time100>
- Examples of TV interviews: Parkinson, Rove, Kerry-Ann Kennerley and Andrew Denton
- List of quotations on influence or influential
- Alphabetical list of *Time* magazine's influential people
- Dictionaries
- *Inspiration* software

Stage 5 Focus Outcomes

A student:

3 selects, uses, describes and explains how different technologies affect and shape meaning

4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning

9 demonstrates understanding of the ways texts reflect personal and public worlds

11 uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.

Students learn to:

3.1 respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning

3.2 identify and critically evaluate the ways information, ideas and issues are shaped by and presented through technology

4.2 describe, explain and evaluate the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context

4.3 use appropriate language forms and features and structures of texts in their own compositions and describe, explain and justify their choices in terms of purpose, audience and context

4.5 identify purpose, audience and context of texts through consideration of the language forms and features, and structures used in the texts

9.4 identify different reading positions and interpretations of particular texts and appreciate distinctions in meaning

9.5 draw conclusions about their own values in relation to the values expressed and reflected by texts, and their responses to them.

11.3 identify, plan and monitor stages of tasks and topics with guidance

11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the internet and other sources of information

11.7 reflect on and assess their own and others' learning and learning strategies against outcomes, criteria and guidelines established for tasks

Students learn about:

3.6 the ways in which modern technologies of communication are used to inform, persuade and entertain

3.8 advanced tools and uses of information and communication technologies including references, bibliographies, formatting multiple page documents, weblinks, importing data from the internet and manipulating images

3.9 the nature, scope and ethical use of information and communication technologies in contemporary society.

4.9 appropriate language forms and features and structures of texts to use in an increasingly wide range of contexts

4.10 the metalanguage for describing, explaining and justifying the composer's choices of language forms and features and structures of texts in terms of purpose, audience and context

4.11 the influence of purpose, audience and context on the use of particular language forms and features and structures of texts

4.12 the significance of the relationship between purpose, audience and context

4.13 codes and conventions, including emotive, evocative and impersonal language and signs, used to signal tone, mood and atmosphere in spoken, written and visual texts

7.9 the ways bias, stereotypes, perspectives and ideologies are constructed in texts, including the codes and phrasings that signal them

7.10 sequence and hierarchy of ideas

7.13 the conventions of reasoning including the use of logic, evidence, refutation and identification of digression and irrelevance, circumlocution and ellipsis.

9.6 the ways different and changing views of the world shape meaning

9.7 the ways personal perspective is shaped by social, cultural and historical influences

9.8 the ways personal perspective shapes meaning

11.12 their own learning strengths and learning needs including their preferred ways of gathering, processing and representing information

11.14 ways of managing information and communication technologies for effective learning

2. Employment Related Skills in the Classroom

Syllabus content	Teaching and learning activities	Assessment for and of learning	Quality Teaching
11 9.5, 9.7, 9.8 1	Brainstorm a definition of influence. Use quotations on influence to assist students to come up with definition. Discuss the types of people who might influence us, and why/how? Students produce a visual representation of the influence on them. Roles of influence – influences such as leader, icon, titan, hero, idol, revolutionary (as used in *Time* magazine's categories) – students look up terms and define them or teacher provides definitions for students to use to match up with terms.	Oral responses show student knowledge at start of unit. Teacher feedback and questioning. Teacher feedback and questioning. Visual representation shows understanding of concept of influence. Students' dictionary use shows ability to find and analyse information for a specific purpose. Teacher check of answers (oral).	Deep knowledge Background knowledge Substantive communication Metalanguage
9 1 1	Discuss issues such as: • If you know you're being influenced, is the influence more powerful? • How do we **know** we're being influenced? • In what areas of our lives are we **most** open to the influence of others? • **Why** are we influenced by different things? • What is the one area in your life in which you **don't** think I'm influenced by other people or powers? Students read a list of *Time* magazine's 100 most influential people (either for last century on the website, or for 2004 from the special edition of the magazine). They highlight the people they know and annotate their list to show knowledge they have of the person for example, Sean Penn – movie star. Class shares their information. Teacher provides the context – these 100 people have been judged by a panel from *Time* Magazine to be the most influential, either in the whole of the last century, or in 2004.	Student responses show evidence of understanding of the concept of "influence". Teacher feedback. Students' responses reveal their knowledge of the world around them. Teacher feedback should not judge students on their knowledge or lack of; it should value the fact that influences on Australian teenagers' lives would be different to those on the *Time* panel.	Problematic knowledge Substantive communication Background knowledge Connectedness Background knowledge
1 9, 11	Students look at the list of people they know most about, and try to categorise them according to their sphere of influence for example, international politics, technology. Discuss why people their age might know these people better than others, and the ramifications for example, is our knowledge determined by media coverage? Students use *Time*'s criteria to make their own list of influential people, then create a shared list of the ten most influential people. Structured brainstorm and multi-vote to get list of ten.	Student responses reveal knowledge of the power of the media to control and direct our lives.	Problematic knowledge Substantive communication Background knowledge Connectedness Higher order thinking Substantive communication

Planning and organising

Communication

Learning

Communication
Teamwork

Planning and organising

Syllabus content	Teaching and learning activities	Assessment for and of learning	Quality Teaching
7	Students make brief oral presentations justifying why one person should be dropped from the list of ten.	Communication	
4, 7, 9	Teacher chooses two people that the class has a reasonable knowledge of. One should be a personality who is presented in a positive light, the other in a negative light. OR Students pick – multi-vote.	Oral presentations demonstrate knowledge of the concept of influence and of the achievements of the people discussed.	
4, 7, 9	The short "editorials" from *Time* on these two personalities are distributed to students. Before reading: • Discuss the image created by the visual aspects of the text • Discuss what the subtitles suggest about the personality. Read the texts aloud.	Oral responses demonstrate level of understanding of how meaning is shaped in visual texts.	
7, 5, 4	Class creates table about language techniques used in the editorials – language technique, quote from the editorial, effect of the language. Students examine the texts so that they can answer in essay form the question: How do you know the composer of one text sees his/her subject as "good" and the other composer sees his/her subject as "bad"? Look at the language that is used. Find quotes to support your answer.	Written responses demonstrate knowledge of how a composer uses language to persuade us.	Problematic knowledge Metalanguage Substantive communication
5	Use these texts to deconstruct the attributes of an editorial – therefore, students will come up with a list of questions they will have to answer in the research to follow.	Problem solving	Explicit quality criteria
4, 5, 6, 7	Research one person on the list that you have not heard of: • Use three different sources of information (not all from the Internet)	Technology Planning and organising demonstrate understanding of information and research gathering skills, word-processing skills and language use to persuade the reader.	Deep understanding Higher order thinking Metalanguage High expectations
7, 11	• Decide on your point of view about this personality and adapt your language use to show that point of view.	Teacher provides extensive written comment on students' achievement of outcomes.	Deep understanding Engagement Deep knowledge
7.10, 7.13	Students write exposition – Why has one person been included and not another? Students may research in a group, but must write own exposition. Lower ability students may use text types books to provide a scaffold for their writing. Discussion – who are the influences on you? Teacher and class brainstorm a mind-map of the	Teamwork Communication Written responses demonstrate students' ability to argue a point of view.	

Syllabus content	Teaching and learning activities	Assessment for and of learning	Quality Teaching
11	influential people in a life (perhaps use Inspiration software). Write a sentence about each influential person. Teacher could model the types of people/activities in their own lives, if they feel comfortable about doing so.	Teacher feedback on achievement of outcome.	Narrative
11	Discussion – Later in your life, how would you like to think that you have influenced other people?		Deep understanding Explicit quality criteria Engagement High expectations
4	Students view and deconstruct television interviews - for example, Rove, Parkinson, Kerry-Anne Kennerley. Discuss and formulate a list of characteristics of interview.	Oral responses demonstrate understanding of the notion of "influence" at the end of the unit.	
2, 4, 9.5, 9.7, 9.8	Students to be interviewed on film. Each student writes his/her questions and answers. Answers to be written as though the student was at a high point in his/her life with regard to influence on other people. Students may take on another persona if they are not comfortable being themselves for the purpose of this exercise.	Student list demonstrates understanding of the components of an interview and of the power of the interviewer to influence responses of both interviewee and viewer. Student interviews reveal understanding of "influence" and of the components of interview.	

Technology Communication

2.2 *The Employment Related Skills Logbook*

The Employment Related Skills Logbook is a central element of the NSW Government's *School to Work: Creating Future Pathways*. This logbook has been developed as a means of enhancing students' understanding of the employment related skills they are developing at school and in the community throughout their school years and recording their individual school to work transition planning.

The logbook is a:

- planning tool for students to document employment related skills
- tool for teachers/schools to monitor a student's personal growth and responses to their current learning and future choices
- source of vocational and enterprise learning activities
- source of career/transition references
- tool that encourages students to self-manage their personal career journey
- storage folder for certificates and other important documents
- resource to help students prepare a résumé
- useful tool for schools to use when writing school leaver references.

A CD-ROM is provided in each logbook which contains electronic templates of all pages, allowing teachers and students to print off additional pro-formas and edit pages to suit students' needs.

The Employment Related Skills Logbook is a flexible resource for students to collect evidence and document their vocational learning experiences. Each logbook will vary in its collection of content as each individual student has different ideas and aspirations for their future. Ideally, the logbook should be a mix of teacher-directed materials and evidence of student's self-managed transition planning and skills development.

2.2.1 Why use the logbook?

Use of the logbook is consistent with the key directions of the Board of Studies *K-10 Curriculum Framework* and new syllabuses. It is a tool which supports the implementation of the *Work, Employment and Enterprise* cross-curriculum content statement in all new Years 7-10 syllabuses.

The logbook:

- provides teachers with a practical tool for engaging students in self-assessment and peer-assessment, which are features of the new Years 7-10 syllabuses. Such exemplary assessment practices provide opportunities for students to assume responsibility for their own learning which provides a sound basis for personalised learning
- supports teachers in implementing vocational learning across all Stage 5 and 6 key learning areas in line with the *Key Competencies*
- supports the *Quality teaching in NSW public schools* model by enabling classroom teachers to demonstrate to students how their subject develops the skills needed for life after school. It enhances the relevance of all activities students participate in during their school years both inside and outside the classroom
- addresses the demand from employers worldwide for young people to develop generic work skills
- supports contemporary career development practice, which encourages all individuals to develop the capacity to self-manage their careers from a young age.

2.2.2 What's new in the 2005 logbook?

The logbook has been updated to reflect feedback provided by schools. Below is a list of the major changes:

- **Revised employment related skills for Years 9-12**
  The new employment related skills are based on the Employability Skills Framework developed by a project that gathered the views of industry on the critical generic skills required to facilitate employability in Australian workplaces.
- **A description of each skill and how it is demonstrated in the classroom context**
  It is crucial that students have the ability to articulate how they have demonstrated these skills throughout their school and community experiences.
- **New enterprise learning section**
  Activities in this section centre on enterprising attributes and students identifying those attributes within themselves.
- **Revised log sheets**
  The new format allows students to describe the learning experience, identify employment related skills, record examples of how skills were demonstrated and then reflect on the activity or process. The new format assists students to self-manage the process.
- **Improved student instructions and activities**
  Instructions allow students to complete activities independently and self-manage the use of the logbook away from school. Of particular interest are the step-by-step instructions for using the Summary section.
- **Graphics to enhance appeal to students**
  The revised pages are visually appealing for students and show a mix of illustrated pages and plain pages.
- **Introduction section renamed Student section**
  Student section better reflects the focus on providing students with activities relating to self and career exploration to enable them to plan for their futures.
- **CD-ROM supplied with each logbook**
  All templates are provided in Microsoft Word format.
- **New press binder fitting to fasten the Résumé Section.**

2.2.3 *The Employment Related Skills Logbook* overview

The *Employment Related Skills Logbook* content is designed to encourage students to identify and record their vocational learning experiences. There are eight sections of the logbook which are: Student, Classroom, School & Community, Workplace Learning, Enterprise Learning, Summary, Blank and Résumé. The overview below provides teachers with information regarding the intention of each section and includes suggested strategies for use and guides to facilitation.

Student Section	
Overview	**Who?**
• Contains activities relating to self and career exploration. This section can be used by schools to monitor students' progress with their current learning and its relevance to future choices. • Students can use this section to file research materials and activities regarding their planning processes for their futures. • The Student Section can also be used in careers lessons.	May be facilitated by: • members of the School to Work team • Year adviser • careers adviser.
What's in the Student Section?	**Suggested strategies for using the Student Section**
This Is Me Now activity	An activity for students to reflect on their current life situation and where they would like to be in the future. It is a starting point for students in their school to work planning.
Career research activity using the *myfuture* website	An introduction to the website **www.myfuture.edu.au**. Printed sheets from the *My Guide* section of the website can be stored in the Student Section of the logbook (eg *My Summary*).
Action Plan for students to familiarise them with the process of goal setting	The Action Plan is designed for students to complete at the start of a year, semester, term, week or day. It's a flexible activity that can assist students in their planning processes. There is also an Action Plan in the *My Guide* section of **www.myfuture.edu.au** under *Planning*.
Tracking Sheets for Years 9-12	The Tracking Sheets can be used for school-based tracking, school to work interview processes and student's personal use. The preliminary and HSC Tracking Sheets also monitor subject selection to align with NSW Board of Studies requirements.
Exit Plan for school leavers	The Exit Plan can be worked through with a student who is thinking of leaving or will be leaving school. Designed to be completed and actioned in the last few weeks of school. Students can also file their Student Feedback Report from the *School to Work Program Student Survey* in the Student Section.

2. Employment Related Skills in the Classroom

Classroom Section	
Overview	**Who?**
Introduces the process of logging employment related skills (ERS). The Classroom Section enables teachers to incorporate vocational learning outcomes into their lessons.	• Facilitated by Key Learning Area (KLA) teachers. It is intended that classroom teachers incorporate the process of logging ERS into their teaching programs. • KLA teachers have discretion as to the frequency of logging ERS in their lessons.
What's in the Classroom Section?	**Suggested strategies for using the Classroom Section**
Employment related skills in the classroom for Years 9-12	Definitions for each of the ERS to enhance students' understanding of what they mean. This page can be a reference to assist in completing log sheets.
Activities and examples of employment related skills in the classroom for Years 9-12	Teacher and student examples of how to document ERS demonstrated by students in the classroom. They are preliminary activities and sources for logging ERS.
Sample classroom log sheet	A worked example to assist students in understanding how to log ERS developed in their courses.
Classroom log sheets	Used by students to log the ERS learned in the classroom. Students reflect on the Classroom Activity, Topic, Assignment or Unit then document how three ERS were demonstrated. Students can also reflect on the learning experience.
Computing skills student/teacher assessment	This is a checklist of the skills that students would be expected to display as a result of the ICT cross-curriculum content statement in all new Years 7-10 syllabuses. It assists KLA teachers to determine the extent to which ICT content is addressed in their programs. The resource *ReCaP* provides many student activities on employability skills which align with ERS outlined in the logbook.

School & Community Section	
Overview	**Who?**
• This section gives students the opportunity to record and document their participation in activities outside the classroom and log the employment related skills (ERS) developed in those activities. • It is assumed that students have worked through the Classroom Section and are familiar with the process of logging ERS. The intention is for students to be confident to self-manage logging their ERS for school and community activities.	May be facilitated by: • classroom teacher • careers adviser • Year adviser • School to Work team member.
What's in the School & Community Section?	**Suggested strategies for using the School & Community Section**
Summary of participation and achievements	A checklist for students to list the school and community activities that they have participated in. It may also prompt students to become involved in activities that they may not have thought of.
School & Community log sheet	Same format as the Classroom log sheet. See notes under Classroom log sheet.

Workplace Learning Section	
Overview	**Who?**
• This section gives students the opportunity to focus on the ERS developed through workplace learning experiences. • The intention is for students to work through this section at the time of participation in workplace learning.	May be facilitated by : • careers adviser • VET teacher • School to Work team member.
What's in the Workplace Learning Section?	**Suggested strategies for using the Workplace Learning Section**
Examples of workplace learning	This page is to prompt discussion regarding examples of workplace learning. It includes a list of personal attributes that employers seek in employees as well as providing examples of ERS gained from workplace learning.
Workplace learning research	This activity is designed to assist students to make informed decisions about their workplace learning and focus on what they would like to get out of the experience.
Workplace learning log sheet	Similar to other log sheet pro-formas. This sheet incorporates details of the employer and workplace.

Enterprise Learning Section	
Overview	**Who?**
A new section in the 2005 version of the mainstream logbook. This section highlights the value of authentic learning through enterprise education. It also provides activities and links to many useful resources and programs. This section may also house other worksheets/information/resources relating to enterprise learning. **Note:** Section 5 of the resource *ReCaP* contains a section on enterprise learning and activities that could be used in conjunction with those in the logbook.	May be facilitated by: • KLA teachers • careers advisers • School to Work coordinators • students, who may take the initiative to research enterprise activities and programs themselves and participate.
What's in the Enterprise Learning Section?	**Suggested strategies for using the Enterprise Learning Section**
An enterprising person	A series of attributes that contribute to an enterprising person. This page can be used to discuss the nature of enterprise learning.
Enterprise profile	A research activity for students to understand the attributes and qualities of an enterprising person. The profile prompts students to write about the person's job/role and look at all the varied activities the person is involved in. Students can use the internet or interviews to compile the relevant information.
Student enterprise survey	The survey was designed as an assessment tool through the *Enterprise Education Research Project* (DEST 2004). Students can complete the questionnaire to assess their enterprising attributes so they gain an insight into their strengths and areas for development.
Enterprise survey evaluation	The survey evaluation is an opportunity for students to look at their responses from the survey and reflect on their strengths and areas for development.
Project based enterprise learning	A project based enterprise learning activity.
Enterprise activities	Examples of enterprise learning activities sorted by KLA.
More enterprise activities	Enterprise web site resources.
Enterprise learning log sheets	Students use these sheets to log their employment related skills demonstrated through enterprise learning activities.

Summary Section	
Overview	**Who?**
This section allows students to summarise their ERS by collating skills from all their log sheets.	May be facilitated by: • careers adviser • VET teacher • School to Work team member.
What's in the Summary Section?	**Suggested strategies for using the Summary Section**
Summary of employment related skills	These pages are for students to collate their ERS from all completed log sheets. This process will enable students to create a dossier of ERS to be used in the preparation of résumés, applications for jobs or for further education.
Blank Section	
Overview	**Who?**
The Blank Section is an area for students to file additional activities related to their transition planning. These may include: • specific vocational learning classroom activities • logbook assignments and or homework • work for *The Real Game* series • **www.myfuture.edu.au** research or • any careers related research. The statement page after the cardboard tab is meant to be taken out once the space is used. Students can write the title of this section on the cardboard tab.	This section may be student or teacher managed.

myfuture
Australia's career information service
myfuture.edu.au

the Real game series™

Résumé Section	
Overview	**Who?**
The Résumé section helps students write a résumé and compile their portfolio.	May be facilitated by: • KLA teacher • careers adviser • Year adviser.
What's in the Résumé Section?	**Suggested strategies for using the Résumé Section**
Tips for setting out a résumé/portfolio	This page outlines a few tips for students as a starting point for discussion on how to plan or write a résumé. For further information students can log on to **www.myfuture.com.au**.
Résumé cue cards	These are designed to be cut up into squares and are "reminders" for where documents are to be filed in the future. These pages are a guide to help students write their résumé. Students should be encouraged to look at different types and formats of résumés to create an individual document.

2.2.4 Models of logbook implementation in schools

There is no single or preferred model for implementation of the *Employment Related Skills Logbook* as each school responds to the diverse needs of their students.

Ultimately, the goal is for students to be competent self-managers of their career path and planning and this would include, as a key element, effectively using and managing the logbook. The guidance and support of teachers in this process is critical to individual student success.

The models below indicate how the logbook is currently being managed by schools.

MODEL 1	The classroom unit is taught to students through a variety of learning and assessment strategies. Logging of employment related skills is completed at the end of the unit and the log sheet is filed into the logbook.
MODEL 2	Logging of employment related skills is completed once a week throughout the unit of work. Various activities and/or assignments are logged and log sheets are filed in the logbook.
MODEL 3	Unit of work is taught to students. Careers adviser manages the logging of employment related skills of selected lessons/subjects in careers lessons.
MODEL 4	The school timetables a *School To Work* week, once a term. Employment related skills are logged in each lesson for the duration of that week.

2.2.5 Teacher examples: Logging employment related skills in the classroom

English Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing English Stage 5 outcomes. Using the examples below, guide students to document the employment related skills gained by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Reading – Select a novel from a theme-based book collection and work through a series of small group and individual reading, writing, viewing, representing and speaking tasks.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☑ Teamwork	☐ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Communication*	• *understand communicated ideas in texts and respond by composing written, oral and visual texts* • *explain personal responses to the novel with detailed reference to it* • *present an analysis of the novel's themes and characters using visual representations and formal speech*			
Skill: *Technology*	• *create a presentation of the novel's themes and characters* • *use websites to research background to the novel's themes, setting and author and evaluate the usefulness of the websites*			
Skill: *Teamwork*	• *investigate ideas in the novel both alone and with their team* • *negotiate roles within the team and meet deadlines* • *work out the jobs needing to be done, then plan how to do them and check that they were done*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students are able to use their expertise in technology to lead the team in developing a presentation.*				

English Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing English Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Working in teams, construct a class magazine. Team members will assume roles as writers, editors, graphic artists, or any other necessary role. Use technology for research and publishing.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated
Students can … /Students are able to … /Students know how to …

Skill: *Technology*
- *use the Internet to research travel information on Disneyland and Universal Studios*
- *use a word processor and a desktop publishing program to compose and design the layout of a travel article*
- *use digital camera technology to download and manipulate photos*

Skill: *Teamwork*
- *negotiate their role as writer and designer of the travel article on Disneyland and Universal Studios which they visited last year*
- *work collaboratively with their team to design an effective travel section within set deadlines*

Skill: *Communication*
- *edit and refine their own and other team members' compositions to communicate ideas effectively*
- *communicate meaning in written and visual forms*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students were able to use their expertise in digital camera technology to include team members in photos taken in California last year.*
- *Students shared their skills in using a word processor and a desktop publishing program with other team members.*

2. Employment Related Skills in the Classroom

English Stage 5

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing English Stage 5 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students create a poetry portfolio containing original poems and poems collected through Internet research and through books and magazines. Students present the poems on a website, as a digital portfolio or as a desktop published document.

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Initiative and enterprise*

- *experiment with different ways of presenting text and graphics*
- *find out how to bind and cover a paperback book*

Skill: *Technology*

- *use the Internet to research poetry sites such as www.everypoet.com*
- *scan and incorporate graphics into documents and manipulate the images*
- *use a desktop publishing program to create a book format*

Skill: *Communication*

- *communicate ideas effectively though their own poems*
- *use graphics to communicate further ideas in relation to their own poems and those of others*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☑ areas for improvement	☐ further research

- *Students developed skills in desktop publishing and learned about using images in documents.*
- *Students improved their communication skills by expressing their thoughts and feelings through verse.*

2. Employment Related Skills in the Classroom

Preliminary Standard English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Preliminary Standard English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Students create a portfolio of their own compositions in written, spoken and visual forms, for a range of audiences and purposes. Forms can include essays, speeches, images, multimedia presentations, letters, brochures, advertisements, plays, movies, stories and poems.				
Employment Related Skills ☑				
☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Learning*	• *write and lay out a movie script using the conventions of the genre* • *use techniques of oratory for writing a speech*			
Skill: *Planning and organising*	• *plan stages to approach and complete this task within the allocated time* • *organise the composing tasks to cover different purposes, audiences and forms*			
Skill: *Communication*	• *adjust their language to use different levels of difficulty for different target audiences* • *adjust the formality of their language to suit different situations, from slang in a friendly letter to a formal speech* • *adjust their language for different purposes, such as using persuasive language in advertising and entertaining language in a film script*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☑ areas for improvement	☐ further research		
• *Students were successful in writing for different purposes and audiences and learning to write in different forms.* • *Students improved their writing ability.*				

2. Employment Related Skills in the Classroom

Preliminary ESL English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Preliminary ESL English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
In a group, students use material they have collected from a range of sources to create a collage demonstrating the themes or ideas of their prescribed text.				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☑ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Teamwork*	• *work efficiently and flexibly within a team to achieve a common goal* • *negotiate with team members to decide on jobs and roles*			
Skill: *Communication*	• *read, view and understand information presented in different forms, such as photographs, newspaper items, advertisements and Internet sites* • *compose a visual text for a particular purpose, communicating ideas and information effectively*			
Skill: *Learning*	• *put time and effort into finding out about collages and how they are created* • *explore their talent for drawing and make use of it to help their team create the collage*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☑ areas for improvement	☐ further research		
• *Students are able to use their drawing to fuse the elements of the collage for the team.* • *Students improved their knowledge of computer programs which manipulate graphics.*				

2. Employment Related Skills in the Classroom

Preliminary English Extension Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing Preliminary English Extension Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students adopt the persona of a character in a text. Students present a monologue to the class in which they explain their actions, giving insight into the cultural and historical context of the text and the values inherent in the text.

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *undertake individual research into the set text and enhance their understanding of concepts*
- *develop, plan and create an imaginative piece of work*
- *identify elements of the task, prioritise them and allocate time to cover all elements and meet deadlines*

Skill: *Communication*

- *read and understand information from different sources and media about the context and values of the set text*
- *adjust their spoken English to suit the character they were assuming*

Skill: *Learning*

- *identify and access sources of information on the context and values of the set text and on the character chosen*
- *use and strengthen their dramatic talents in developing a monologue with depth and dramatic tension*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

- *Students found many useful sources on the context of the text through the library and the Internet.*
- *Students are able to produce a dramatic monologue which conveyed the character and the context.*

2. Employment Related Skills in the Classroom

HSC Standard English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC Standard English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students create a collection of resources suitable for use as their own texts for Area of Study (OR Module A – Experience Through Language OR Module C – Texts and Society).

Locate appropriate material from a range of sources – for example, newspapers, magazines, the Internet, books, television, film and radio.

For each text students collect, analyse themes and textual features and relate these to material covered in class and to the Area of Study (OR Module).

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Self-management*

- *timetable themselves to collect one text per week*
- *timetable themselves to use a free lesson in the library on a regular basis to research and find a text*
- *timetable themselves to write up the analysis of the new text on a regular basis on a weeknight at 7:30pm*

Skill: *Initiative and enterprise*

- *where practical, contact the writer of the set text through his/her website and arrange an interview with him/her via email and to use this interview as one of their own texts*
- *find a copy of an out-of-print and little-known book relating to the incidents in the set text*

Skill: *Technology*

- *use the Internet to research a number of resources to include in their collection*
- *use a word processor to write up their notes and final analysis of each text*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Students may be surprised by their ability to get in touch with the writer of the text – students may never have thought of trying this before.*
- *Students could research some films they have heard about which relate to the prescribed text.*

2. Employment Related Skills in the Classroom

HSC ESL English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC ESL English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Module A – Experience Through Language: Elective 1 – Telling Stories (or Elective 2 – Dialogue).

Collect material to supplement prescribed text. The material should provide examples of narrative (or dialogue if Elective 2). The material can come from fictional writing, movies, television, radio, newspapers or magazines, computer games or the Internet. For each item, students analyse the use of narrative (or dialogue) and make any connections with their set text.

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Communication*
- *respond to written, spoken and visual texts from a variety or sources*
- *identify and explain textual features of collected material and explain how these relate to material covered in class*

Skill: *Planning and organising*
- *locate appropriate material from a range of sources*
- *set a timeline for locating each item and for doing written analysis of each*

Skill: *Technology*
- *use the Internet to find information about appropriate books, movies and television shows and to access newspaper and magazine articles*
- *use a word processor to keep records of analysis of material*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Students can achieve success in finding a sufficient number of items from different sources in the set time and organise themselves to do the work on them in that time.*
- *Students can do further research on the approach of newspaper articles to telling stories.*

2. Employment Related Skills in the Classroom

HSC ESL English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC ESL English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Module B – Texts and Society Elective 1: Living and Working in the Community

Students choose an item from a newspaper advertising a job for which they might be qualified after the HSC. Students prepare their written application for this position, including a covering letter, résumé, HSC Certificate and reference. Students construct a list of questions they might be asked in an interview for this position and the answers they would give.

Employment Related Skills ☑

☑ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☑ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *divide the task into areas which need to be covered and set deadlines for completing each*
- *adjust a letter and résumé to advertisements which were available at the time*

Skill: *Cross-cultural understanding*

- *show, in the letter and résumé, an understanding of Australian values and work practices such as working as part of a team*
- *successfully use Australian idiom in the interview preparation*

Skill: *Technology*

- *use the Internet to read newspaper job advertisements*
- *use a word processor to lay out the letter and résumé effectively, including importing and positioning the photograph in their résumé*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Students succeeded in putting the best light on their qualities and achievements for the position they were approaching and learned how to do this for different positions.*
- *Students need to know more about interviews and the kinds of questions which might be asked.*

HSC Advanced English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC Advanced English Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit				
Module B – Critical Study of Texts: students research two opposing critical approaches to their prescribed text, using the Internet, books and magazines. For an audience of peers, students prepare a presentation in which they assess these two schools of thought and conclude with their own views about them. The presentation will be spoken to the class and should include some visual elements.				
Employment Related Skills ☑				
☑ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Technology*	• *create a presentation visually reinforcing significant points in their speech* • *incorporate images from the Internet of the composer of their text and important settings of the text into their presentation*			
Skill: *Self-management*	• *seek advice and support about handling their fear of speaking in front of a group* • *feel more confident about doing a speech through being thoroughly prepared and using particular strategies*			
Skill: *Communication*	• *use diagrams and pictures in their presentation to communicate effectively* • *use language effectively in their speech* • *use non-verbal communication such as facial expression and gestures to enhance communication*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☑ areas for improvement	☐ further research		
• *Students can gain an excellent result in this task by consciously approaching all the elements of making a presentation and working out how to use them.* • *Students can improve their ability in oral communication and feel much better about addressing a large group.*				

2. Employment Related Skills in the Classroom

HSC Advanced English Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC Advanced English Stage 6 outcomes. Using the examples below, guide students to document the employment related skills gained by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students create a collection of resources suitable for use as their own texts for Area of Study (OR Module C – Representation and Text).

Locate appropriate material from a range of sources – for example, newspapers, magazines, the Internet, books, television, film and radio.

For each text students collect, analyse themes and textual features and relate these to material covered in class and to the Area of Study (OR Module C).

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Planning and organising*

- *analyse the requirements of a task*
- *brainstorm, then shortlist, possible components*
- *select the most appropriate texts according to given criteria*

Skill: *Problem solving*

- *evaluate texts in terms of language forms and features as well as content*
- *compare and contrast texts using different forms and media in terms of language forms and features as well as content*

Skill: *Communication*

- *describe and explain connections between texts*
- *use the metalanguage of English to identify and explain the effect of forms and features of texts*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☑ areas for improvement	☐ further research

- *Students can make connections between texts in different media through comparing and contrasting techniques of films and novels.*
- *Students can improve their knowledge of the terminology of films and fiction.*

HSC English Extension 2 Stage 6

The following example shows some of the employment related skills developed by students as a result of their participation in activities or topics addressing HSC English Extension 2 Stage 6 outcomes. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Classroom Activity, Topic, Assignment or Unit

Students undertake a substantial investigation in a specialised field which will be important in their major work. They will document and reflect on the stages of their investigation in their journal. Students will plan their major work, including a timeline for completion of the different stages and submit a proposal for the major work.

Employment Related Skills ☑

☑ Self-management	☑ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☑ Technology	

Describe how three of these skills were demonstrated

Students can … /Students are able to … /Students know how to …

Skill: *Learning*

- *explore beyond the boundaries of the school to learn from mentors in the film industry*

Skill: *Planning and organising*

- *manage time and priorities – set a timeline and coordinate tasks for themselves and other actors and crew*
- *establish clear project goals and show how these goals could be achieved*

Skill: *Problem solving*

- *use budgeting and financial management to solve problems in planning the film*
- *recognise the different aspects of problems facing them, such as the technical problem of learning film editing and the interpersonal problems of directing actors*

Reflection on Learning Experience ☑

Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☑ further research

- *Students can develop a comprehensive proposal for the film, which includes an investigation into the film noir genre and a thorough timeline for learning about film editing and shooting and editing the scenes.*
- *Investigation will be ongoing as students work through the project.*

2.2.6 Teacher activity: Logging employment related skills in the classroom

Using the examples provided in this section:

1. Identify an activity, topic, assignment or unit of work you teach to your students
2. Of the nine employment related skills, tick the ones that you feel students have demonstrated in this activity/topic/assignment/unit
3. Choose three of these skills and describe how each skill has been demonstrated (refer to *5.1 Employment related skills and their elements*)
4. Reflect on students' learning and identify an area of success, of further improvement or further research that you feel students can document.

This is the process that students undertake in documenting their employment related skills in their *Employment Related Skills Logbook.*

Classroom Activity, Topic, Assignment or Unit				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☐ Communication	☐ Cross-cultural understanding
☐ Teamwork	☐ Planning and organising	☐ Problem solving	☐ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: _____ Skill: _____ Skill: _____				
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☐ areas of success	☐ areas for improvement	☐ further research		

3. Student Vocational Learning Activities

"Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work-based learning. All students should experience vocational learning at each year level throughout their schooling."

MCEETYA framework for vocational education and training in schools – policy directions (2001)

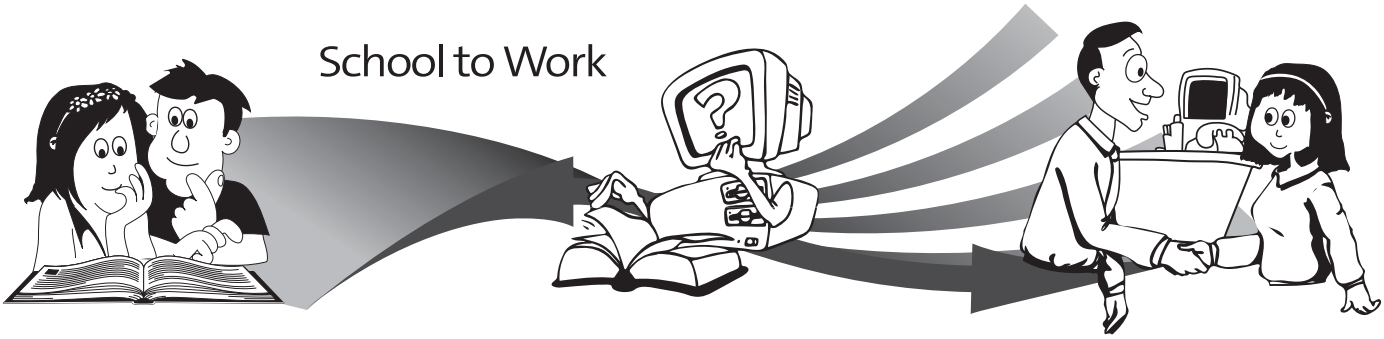
3.1 English student activities

Vocational learning is every teacher's business and it should be integrated into everyday teaching and learning. Effective teaching and learning is enhanced by providing access to environments within and beyond the classroom which link student learning to personal, social and work contexts. Students need to have an understanding of the work environment, career options and career pathways, life-long learning and how their employment related skills support both career and life pursuits.

The following pages provide student activities and a teaching unit to support you in incorporating vocational learning in your curriculum. This material has been developed by your colleagues as a starting point for you to create and develop other curriculum activities that support vocational and enterprise learning for your students.

For additional vocational learning activities, please refer to the 2003 edition of *Vocational Learning in English.*

3.1.1 Education and Training Pathways



COMPULSORY EDUCATION YEAR 10

HSC

General and Vocational courses
Vocational Education and Training courses include: TAFE VET and SCHOOL VET and School based part-time traineeships.

credit transfer

TAFE

Year 10
TAFE
entry

UAI

UAI
not as anticipated

No UAI

UAI
not as anticipated

credit transfer

UAI
as anticipated

credit transfer

University linked Course or College

Bridging course alternative entry course/program/ college with direct credit links

Private College

Certificate or Diploma

TAFE

Year 12
TAFE
entry

Certificate or Diploma

Work
plus on-the-job training

EG: Traineeship Apprenticeship or Cadetship

Certificate Diploma or Degree

credit transfer

credit transfer

credit transfer

University

University (Full fee paying)

University Degree

credit transfer

credit transfer

JOB

TRADE

ENTERPRISE

WORK

OFFICE

CAREER

PROFESSION

3.1.2 Education and Training Pathways

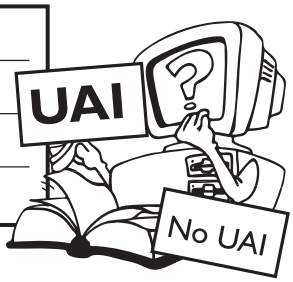
FOR A CAREER RELATING TO ***English***

Student Activity:

1. Go to the bottom of the page. Write in the name of an interesting job or career that relates to the field of English.
2. Write your school subjects in the boxes provided.
3. Refer to the Education and Training Pathways sheet and do some research on courses that may lead to your chosen career.
4. Draw arrows from the subject boxes to map two pathways that lead to this career.
5. Fill in the shaded boxes with the information you find.

MY SCHOOL CERTIFICATE SUBJECTS

MY HSC COURSES



TAFE
Year 10 entry certificate
Course Name:
Campus:

Private College
Course Name:
College:

University linked Course or College
Course Name:
University linked to:

TAFE
Year 12 or equivalent entry
Course Name:
Campus:

Work
plus on-the-job training
Industry:
Training Program:

University
Course Name:
University:
Approximate UAI range:
Prerequisites:

A job or career that sounds interesting to me:

As you can see, there is more than one way to get into any career

3.1.3 Enterprise through English

Employment related skills addressed:

- Self-management
- Initiative and enterprise
- Learning
- Communication
- Planning and organising
- Technology
- Teamwork

English Stage 5 Outcomes addressed:

2.3, 2.4, 2.5, 3.1, 3.2, 4.3, 4.5, 4.6, 4.8, 5.2, 11.3, 11.16

Introduction:

In the world of work, according to the experts, an increasing number of workers are self-employed, or work on a contract or casual basis. More and more of those who are now in high school will take this path in the future.

In these activities, you will go through a process to work out how to use your interests and skills to make money.

These activities can be done as an individual, a partnership or a team.

Task 1 Identifying your skills and interests

- As an individual, write down a list of interests and skills you have which might be marketable. (That means, somebody might be willing to pay you for them.) Below is a list of possible interests and skills which you might have – but there are many more!

Interests/Skills

- Dogs
- Horses
- Guitar (or another musical instrument)
- Birds/fish
- Desktop publishing
- Bicycles
- Computer games
- Writing
- Surfing
- Cars
- Clothes and fashion
- Drawing
- Singing
- Child care

- For each interest/skill you identified, list possible ways of using it to make money. Here are a few examples from the list above:

Interests/Skills	Money making ideas
Dogs	Dog walking Dog training Dog washing and grooming
Horses	Grooming horses Exercising horses Feeding horses
Guitar (or another musical instrument)	Lessons for children Joining/starting a band
Bicycles	Bicycle maintenance/renovation Courier/delivery services
Birds/fish	Breeding for sale Care while owners are absent
Desktop publishing	Advertisements for local businesses Layout and design for interest groups

If you are working with a partner or a team, share your ideas. As a partnership/team, work out any ways you might use your skills/interests to make money together.

For example, if you have some people interested in writing, and others interested in desktop publishing and photography, you might decide to create a magazine for sale.

A group of dog lovers might decide to start a dog exercise, care and training clinic.

Task 2 Promoting your product/services

When you have identified what your marketable skills or products the next step, if you are to make money, is to let people know about them. List the possible ways you could promote your services/product.

For example:

- Letterbox drop
- Advertisement in the local paper
- Display book with examples of your work
- Personal visit to relevant businesses
- Telemarketing
- Business cards
- Free samples
- Introductory offers
- Short video for local TV station, or shopping mall.

Decide which promotional ideas would best suit your business idea, and reach your target audience.

Use your English skills to design your promotions. Design the layout of newspaper or magazine advertisements. Write the text of letters or the script for telemarketing or a video.

As an individual, with your partner, or as a team, plan and prepare all aspects of your promotional campaign.

For example, you might decide on a letterbox drop of an advertisement you (or you and your partner/team) write and design.

Lexie, Mel and Lee put an advertisement in a dog lovers' newsletter:

When each person, pair or team has finished preparing a promotional campaign, share the results with the class. Each person/pair/team should make a presentation, explaining the features of the campaign. The class can then give suggestions and feedback.

Perhaps some people in the class will carry their ideas through and start a small business!

3. Student Vocational Learning Activities

Note: This sample log sheet documents the employment related skills developed through the teaching of the activities *Enterprise through English*. Copies of student classroom log sheets can be found in the *Employment Related Skills Logbook*.

Classroom Activity, Topic, Assignment or Unit				
Enterprise through English				
Employment Related Skills ☑				
☐ Self-management	☐ Initiative and enterprise	☐ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☐ Problem solving	☑ Technology	
Describe how three of these skills were demonstrated *Students can … /Students are able to … /Students know how to …*				
Skill: *Technology*	• *use appropriate software to design, edit and format their promotional material or campaign*			
Skill: *Communication*	• *prepare an oral presentation describing the enterprise chosen* • *present the final promotional campaign to the class* • *present an argument for the final choice of promotional material designed*			
Skill: *Planning and organising*	• *gather information from a variety of sources on the different methods that can be used to run a promotional campaign* • *plan the type of promotional material to be produced* • *make a choice of material type that can be produced with available resources*			
Reflection on Learning Experience ☑ *Comment on one or more of the following:*				
☑ areas of success	☐ areas for improvement	☐ further research		
• *Students are able to make choices on the enterprise and type of promotional materials produced depending on their own interests and area of expertise.*				

3.2 English teaching unit: Gender and the Workplace

Australian Government
Quality Teacher Programme

Note: This unit of work has been adapted from the unit of work produced by Anne Collins, as part of the *Australian Government Quality Teacher Programme Vocational Learning Project* in 2003.

English Years 7-10 program

Stage	5	**Unit**	Gender and the Workplace	**Focus**	Gender issues and the workplace

Text/s	*Erin Brockovich*, websites	**Duration**	Approx. 10 hours	**Cross-curriculum Content**	Maths skills (Extension Activity)

Note: *Erin Brockovich* is M rated. Material rated M and MA should only be provided for students who are 15 years and over. Parents should be informed in writing before a video rated M or MA is shown and provided with the opportunity to withdraw their child from the viewing. (NSW DET Policy number 98/018-S.013)

3. Student Vocational Learning Activities

Stage 5 Outcomes

Activity 1: 7.3, 7.4, 7.6, 9.1;	**Activity 2:** 9.3, 9.5, 9.8, 9.9;	**Activity 3:** 3.6, 7.6, 7.7, 10.2, 10.3, 11.5;	**Activity 4:** 3.6, 7.3, 11.5, 11.14;	**Activity 5:** 2.9, 2.10, 3.1, 4.5, 4.8, 6.8, 6.9, 8.6, 9.10;	**Extension activity:** 2.8, 11.2, 11.5

Students learn to:

- infer from and interpret texts
- compare and contrast aspects of texts
- describe ways in which their own responses to texts are personal and reflect their own context
- draw conclusions about their own values in relation to the values expressed and reflected by texts, and their responses to them
- explore and develop arguments in a range of modes and media and in imaginative, interpretive and critical compositions
- identify, explain and challenge cultural values, purposes and assumptions about gender
- interpret texts from a range of perspectives and justify the interpretations
- use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from the internet
- identify purpose, audience and context of texts through consideration of the language forms and features, and structures used in the texts
- compose texts by complying with the conventions of form and genre
- choose appropriate topics for investigation and negotiate these with teachers
- identify, plan and monitor stages of tasks and topics with guidance.

Students learn about:

- the ways different and changing views of the world shape meaning
- the ways personal perspective shapes meaning
- aspects of their own context that influence their responses and compositions
- the ways in which modern technologies of communication are used to inform, persuade and entertain
- ways of managing information and communication technologies for effective learning
- processes of representation including use of symbols, images, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts
- the ways in which visual texts are shaped according to social and workplace contexts
- ways in which film-makers transform concepts into film, including consideration of script, story lines, sustained perspective, and visual and aural components of film-making and their interaction
- the ways in which imaginative texts can explore universal themes and social reality
- how alternative readings of texts reflect responders' personal and public worlds and what they value in the text
- the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images and information can and should be modified according to specific purposes and texts.

3. Student Vocational Learning Activities

Activity	Syllabus content	Teaching and learning activities (including assessment)	Quality teaching elements	Resources
Activity 1	Print texts: everyday and workplace texts	• Group work involving discussion and assessment of print texts • Assessment through oral report	• Higher order thinking • Substantive communication	Printed sheets from this unit of work
Activity 2	Print texts: everyday and workplace texts	• Individual and group work involving discussion and assessment of print texts	• Problematic knowledge	Printed sheets from this unit of work
Activity 3	Multimedia texts drawn from the Internet	• Students examine various websites for information and argument • Assessment through debating activity	• Deep understanding • Metalanguage • Substantive communication	Computers with Internet capability
Activity 4	Multimedia texts drawn from the Internet	• Students research sexual harassment on Internet websites • Group work on discussion of findings	• Deep knowledge • Deep understanding	Printed sheets from this unit of work; computers with Internet capability
Activity 5	Film on video or DVD; texts drawn from the Internet	• Students view the film and do group discussion and individual written work on its language, forms, features and structures • Students examine examples of reviews from the Internet • Assessment is through students writing reviews of their own on the film	• Metalanguage • Substantive communication	Printed sheets from this unit of work; DVD or video of *Erin Brockovich* and appropriate player; computers with Internet capability
Extension Activity	Composing using a range of processes	• In groups students choose gender issues to investigate and identify, plan and monitor stages of the investigation • Assessment is through the report produced by the group • Higher order thinking	• Substantive communication	Printed sheets from this unit of work

Introduction

This unit of work, entitled 'Gender and the Workplace', has been developed through the *Australian Government Quality Teacher Program* to be used in Stage 5 in accordance with the *Work, Employment and Enterprise* requirements of the English syllabus. The English Years 7-10 syllabus states that:

Work, Employment and Enterprise content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information. [Page 9]

The Syllabus further states that:

Gender is a term that refers to the social construction of identity that follows historically from the biological differences between females and males. In English students explore the impact of different gender perspectives, stereotyping, and the social construction of gender in texts including the media.

Unit outline

The unit is intended for a Year 10 class. It contains five activities and one extension activity, and might take several weeks, depending on the class.

Activity 1: Students are asked to work in teams, and assess the relative merits of two different applicants for a traineeship with a computer services company. They are provided with school reports, résumés, transcripts of interviews and referees' reports for each. From their names, the applicants could be of either sex – no information is given as to whether they are male or female. Teams report their decisions to the class.

(IMPORTANT: *The teacher should not circulate sheets of later activities when giving out the sheets for Activity 1, or those for Activity 2. The gender of the two applicants is not revealed until Activity 3. During Activity 1, the teacher should deflect questions about the sex of the applicants with comments such as 'Does it matter?' or 'It doesn't say, does it?'*)

Activity 2: Students reflect on whether they made any assumptions about the sex of the applicants, and if so, what were the bases for their assumptions. They consider whether their decision would have been different under several sets of possibilities regarding sex of the applicants.

Activity 3: The sex of the applicants is revealed. A memo from management directs that the female applicant be employed because additional grants are available for apprenticeships for females in non-traditional occupations. Students examine websites on affirmative action and conduct a debate on the issues.

Activity 4: The girl who was employed for the position is the victim of sexual harassment in the workplace. Students research sexual harassment at two websites. They are asked to work out the girl's options in priority order.

Activity 5: Film study of *Erin Brockovich* – students discuss and write about the forms, structures and features which shape audience sympathy for *Erin Brockovich*, and write a review of the film after reading two reviews on the Internet. They consider the workplace and gender issues of the film.

Extension activity: Students consider the workplace and gender issues they have examined in the unit and prepare for and interview some working people about the issues. They deliver a report to the class.

Syllabus outcomes

Activity 1: 7.3, 7.4, 7.6, 9.1

Activity 2: 9.3, 9.5, 9.8, 9.9

Activity 3: 3.6, 7.6, 7.7, 10.2, 10.3, 11.5

Activity 4: 3.6, 7.3, 11.5, 11.14

Activity 5: 2.9, 2.10, 3.1, 4.5, 4.8, 6.8, 6.9, 8.6, 9.10

Extension activity: 2.8, 11.2, 11.5

Employment Related Skills

The following employment related skills will be developed through this unit:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Negotiate roles and responsibilities within a group
- Communicate meaning effectively in written, oral and visual forms
- Respond to and interpret the ideas of others
- Ask appropriate questions
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team
- Develop solutions to problems, both as an individual and as part of a team
- Plan tasks and meet deadlines, both as an individual and as a member of a team.

Planning and organising

- Gather information from a variety of sources.

Technology

- Locate and select appropriate information on the Internet.

Gender and the Workplace — Activity 1

In this activity you will demonstrate the following English content for outcomes 7 and 9:

You will learn to:

7.3 infer from and interpret texts

7.4 compare and contrast aspects of texts

7.6 propose, support and elaborate points in an argument and draw conclusions

9.1 respond to and compose texts that reflect your expanding world from the personal to the public

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Negotiate roles and responsibilities within a group
- Communicate meaning effectively in written, oral and visual forms
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team
- Develop solutions to problems, both as an individual and as part of a team.

TASKS

In this activity and some of the following activities, you will be working in a team.
Ideally you should form a team of four.

Within the team, each person will have a job. You will need:

- one (or two) reporter(s) to report your findings to the class
- a writer who will record the team's decisions
- two (or three) readers to read the sheets in this activity to the team.

Imagine your team is employed by the company whose advertisement appears on page 47. The applicants have been narrowed down to two: Lee and Alex. On the following pages you will find for each applicant:

a Last school report
b Résumé
c Transcript of interview
d Referee's report.

Your team's task is to compare these documents and discuss who will be the best person for the job. To assist you in doing this, the writer in your team will fill in a form on Page 47 for Lee and one for Alex. On this form you will list the plusses, minuses and interesting points about each applicant.

When you have completed the forms, you will reach agreement on which applicant to employ. Your reporter(s) will tell the class who is your team's preferred candidate and give your reasons.

New Apprenticeships

Burbank Business Machines

Busy computer services company seeks a school leaver as Trainee Technician, Office Equipment. This 4 year apprenticeship includes time for working towards TAFE Certificate. The successful applicant will be a highly motivated, computer oriented person. Duties will entail handling repairs on computers, cash registers etc and working in computer servicing in a sales/customer service type role. Applicants must possess excellent communications skills, neat presentation and have an ability to work as a team member.

Fax written applications, including résumé with names of referees and most recent school report to Ms J Ranger on 9123 4567 by Wednesday 17th December.

LEE BLOGGS

Plus	Minus	Interesting

ALEX SMITH

Plus	Minus	Interesting

LEE BLOGGS DOCUMENT A

Anywhere High School
Report on: Lee Bloggs

December 2004

Subject	Mark	Place in Course	Conduct*	Home work*	Teacher's Comment
English	52%	80/94	D	U	Lee has done little work this year and is often disruptive and impolite.
Mathematics	80%	18/94	D	B	• Most capable in this subject • Behaviour needs improvement
Science	78%	23/94	B	A	A talented and enthusiastic student who is generally cooperative.
History	41%	88/94	U	U	Both Lee's work and conduct this year have been unsatisfactory.
Geography	50%	82/94	D	D	Lee has achieved little in this subject this year.
Computing Studies	98%	1/24	A	A	• Brilliant work this year! • A creative, innovative thinker.
Commerce	63%	20/48	C	B	A satisfactory result from Lee.
PDHPE	80%	10/94	A	A	Excellent effort in this subject!

Year Adviser's Comment: Lee is a capable student, especially in Computing, Maths and Science, but has made little effort in other subjects.

*** Conduct and Homework Grades – A to D or U**

A = Excellent **B** = Very Good **C** = Satisfactory **D** = Needs improvement **U** = Unsatisfactory

LEE BLOGGS DOCUMENT B

Résumé

Name: Lee Bloggs
Address: 28 Anywhere Street, Anywhere
Telephone: 9833 221
Email: lee@mail.com.au

Experience

Work Experience:	Campbell Computing – two weeks September 2003 Assisted Help Desk Support Team
Part Time Work:	Jake's Electronics – six hours per week February – October 2004 Repaired computers, televisions, videos etc.

Qualifications

School Certificate – Anywhere High School – 2004

Personal

Age: 16 years
Interests: Computers, athletics, swimming, tennis

Referees

Mr Jake Newman: Jake's Electronics, (T) 9800 0000
Ms J Rockman: Computing teacher, Anywhere High School

LEE BLOGGS DOCUMENT C

Transcript of Lee's Job Interview

Lee was interviewed by two people: the head of the department, Ms Ranger, and Team Leader, Joe Wilson. The following is a transcript of the interview.

Ms Ranger: Come in Lee. Did you find us all right?

Lee: Not really. It took me forever to get here. I didn't know the bus only came every half hour. I missed one bus and then I had to wait half an hour.

Ms Ranger: Well, you're here now. Sit down. As you know, we've narrowed the applicants for this New Apprenticeship down to you and one other person, so this interview is important to us in making our final decision.

Now, first of all, as you know, if you get the job, you will be spending one and a half days a week at TAFE doing your Certificate in Computer Hardware Servicing. How do you feel about attending TAFE and doing this course?

Lee: Yeah, that's okay. I reckon TAFE will be better than school – more grown up. And I'd only be doing subjects I like.

Ms Ranger: Since you brought the subject up, we do have some concerns about your teachers' comments and your conduct grades for some subjects on your school report.

Lee: Well, you know what schools are like – some of the teachers are real control freaks. They expect you to do anything they tell you, no arguments.

Ms Ranger: Well, Lee, in this job, I would expect you to do whatever I told you, no arguments.

Lee: Yeah, but that's different. You'd be my boss. And you wouldn't tell me to do anything stupid. And I'd like what I was doing here. I didn't like a lot of the subjects at school. I was all right in the ones I liked. Ask my Computing teacher. She thinks I'm brilliant.

Joe: Lee, why do you think you would be suited to this job? What qualities would you bring to us that would benefit our company?

Lee: Well, I'm good with computers and everything electronic. I can fix anything.

Joe: You know that in this company, we work in teams. I'd be your team leader. Are you comfortable with the idea of working in a team?

Lee: Sure. I worked in a team when I was on work experience.

Joe: And what do you think are the qualities of a good team member?

Lee: Just getting on with everyone, I guess. Not upsetting anyone.

Joe: I notice from your résumé that you had a part time job at Jake's Electronics. What did you enjoy most about the job?

Lee: I felt really good about being able to fix things. Just being left alone to do it.

Joe: And what did you enjoy least?

Lee: When I was in the middle of something and some old lady would come into the shop and want to talk to me for ages.

Joe: You know that customer service would be part of your job here? And that we expect thoroughly courteous, professional attention for all our customers?

Lee: Oh sure.

Ms Ranger: If I called up one of your friends now and asked them to use three words to describe you, what would he or she say?

Lee: Oooooh ... I don't really know. They'd probably say I'm practical. Maybe that I'm independent ... and funny – I love a good joke.

Ms Ranger: Finally, Lee, is there anything you would like to ask us?

Lee: Would I get paid for going to TAFE?

Ms Ranger: Yes, it's all part of the arrangement. It's all set out in the apprenticeship information package you received.

Lee: And say I missed some classes – would that mean I wouldn't get paid for that day?

Ms Ranger: That would depend on whether you were sick. There are sick leave entitlements, of course.

Lee: Right, okay.

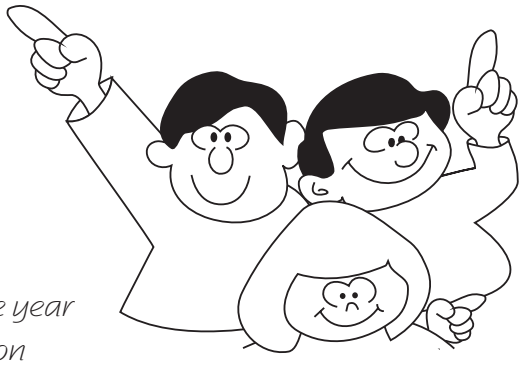
Joe: All right Lee, thank you for coming in for the interview. We will let you know our decision by Monday.

Lee: Okay. Bye.

LEE BLOGGS DOCUMENT D

Joe Wilson's notes from a phone conversation about Lee with Jake Newman

(Lee's referee – owner of Jake's Electronics)



Ability

- *can fix almost anything*
- *almost instinctive understanding of all things electronic.*

Reliability

- *Generally reliable – came in 2 pms a week over most of the year*
- *Did not turn up on a few occasions without adequate reason*
- *Honest – could be trusted with equipment and money in the shop alone.*

Personal

- *'Not much of a one for personal respect' – treated Mr Newman as an equal, without the respect he would expect from an employee*
- *Generally friendly to everyone – can get annoyed when interrupted while working – sometimes a bit brusque with customers.*

ALEX SMITH DOCUMENT A

Anywhere High School
Report on: Alex Smith

December 2004

Subject	Mark	Place in Course	Conduct*	Home work*	Teacher's Comment
English	88%	9/88	A	A	I've enjoyed teaching Alex – a most conscientious and courteous student.
Mathematics	78%	15/88	A	A	• Works well in and out of class • Always well behaved
Science	80%	17/88	A	A	A well-deserved result from a hard worker!
History	75%	25/88	A	A	Alex is an excellent student and shows interest in History.
Geography	70%	40/88	A	A	Despite not enjoying this subject, Alex always puts in a good effort.
Computing Studies	86%	5/23	A	A	Alex is an enthusiastic student with a talent for computing.
Commerce	71%	32/44	A	A	Well done Alex! A good effort. Good luck for next year.
PDHPE	60%	52/88	A	B	Alex always tries hard and is always pleasant and polite.

Year Adviser's Comment: Alex has made an excellent effort in all subjects this year and is well liked and respected both by peers and the teachers of this school. Always hard-working, well groomed, pleasant and polite, Alex would be an asset to any organisation.

*** Conduct and Homework Grades – A to D or U**

A = Excellent **B** = Very Good **C** = Satisfactory **D** = Needs improvement **U** = Unsatisfactory

ALEX SMITH DOCUMENT B

Résumé

Name: Alex Smith
Address: 42 Town Road, Anywhere
Telephone: 9822 1100
Email: alex@mail.com.au

Experience

Customer Service Award Winner:	McDonald's, 2004 – worked at McDonald's two shifts per week from age 15, 2003-4
Assistant Computer Programmer:	Work experience, Microsharp – two weeks, 2004

Software Creator for 'Natureline' team – Natureline was a Young Achievers project which successfully marketed wind pumps to recycle water

Qualifications

School Certificate – Anywhere High School – 2004
Workplace Skills – documented in my *Employment Related Skills Logbook* which is available for inspection

Personal

Age: 16 years
Interests: Computers, music, reading, surfing

Referees

Mr John Beattie: Manager, McDonald's, Anywhere High School
Mr R Ready: Computing teacher, Anywhere High School

ALEX SMITH DOCUMENT C

Transcript of Alex's Job Interview

Alex was interviewed by two people: the head of the department, Ms Ranger, and Team Leader, Joe Wilson. The following is a transcript of the interview.

Ms Ranger: Come in Alex. Did you find us all right?

Alex: Easily. I rang to get the bus route and timetable yesterday.

Ms Ranger: Excellent. Sit down. As you know, we've narrowed the applicants for this New Apprenticeship down to you and one other person, so this interview is important to us in making our final decision.

Now, first of all, as you know, if you get the job, you will be spending one and a half days a week at TAFE doing your Certificate in Computer Hardware Servicing. How do you feel about attending TAFE and doing the course?

Alex: Great! I can't believe you're actually going to pay me to get an education.

Ms Ranger: From your school report, you seem to have valued your education and taken up all the chances it offered.

Alex: I enjoyed school and I like working hard. I didn't like *all* my subjects, but I did my best in them all.

Joe: Alex, why do you think you would be suited to this job? What qualities would you bring to us that would benefit our company?

Alex: As I said, I'm a hard worker and I always do my best. I love working with computers and I think I'm good at it.

Joe: You know that in this company, we work in teams. I'd be your team leader. Are you comfortable with the idea of working in a team?

Alex: Absolutely. I've worked in teams in a lot of subjects in school, as you can see from my *Employment Related Skills Logbook*, if you like to look at it. I worked in a team in my Young Achievers project too.

Joe: Yes, that sounds most impressive. What do you think are the qualities of a good team member?

Alex: Fulfilling your responsibilities in the team, supporting other team members, standing up for your own opinions, but not getting personal about it.

Joe: What did you enjoy most about your part time job at McDonald's?

Alex: Working with people, being busy, feeling I'd done a good job.

Joe: And what did you enjoy least?

Alex: When I had to prepare the food – I'm a vegetarian.

Joe: Customer service would be part of your job here. Of course we expect thoroughly courteous, professional attention for all our customers.

Alex: I enjoy serving customers. I won a Customer Service Award at McDonalds.

Ms Ranger: If I called up one of your friends now and asked them to use three words to describe you, what would he or she say?

Alex: That's a hard one. Can I think about it and come back to that question?

Ms Ranger: Yes. In the meantime, is there anything you would like to ask us?

Alex: I noticed in the information you sent me that the company is planning to expand, and that there will be a lot of opportunities for promotion in the future. What kind of expansion is planned?

Ms Ranger: The company is planning to move into the area of producing its own hardware packages for clients and servicing regional areas. There will definitely be opportunities for promotion coming up.

Did you think about how a friend would describe you?

Alex: I think people who know me would say that I'm capable, hard-working and cooperative.

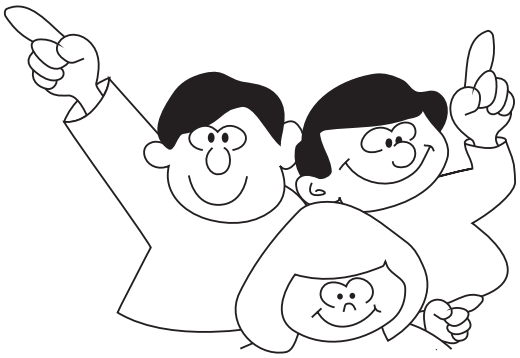
Ms Ranger: Excellent Alex, thank you for coming in for the interview. We will let you know our decision by Monday.

Alex: Thank you for interviewing me.

ALEX SMITH DOCUMENT D

Joe Wilson's notes from a phone conversation about Alex with John Beattie

(Alex's referee – Manager at McDonald's)



Ability

- *Very intelligent – adapts to new duties quickly, takes instructions well*
- *Replaced manager on several occasions – led team.*

Personal

- *Always friendly and polite with customers*
- *Popular with co-workers*
- *Always neat and well presented.*

Gender and the Workplace — Activity 2

In this activity you will demonstrate the following English content for outcome 9:

You will learn to:

9.3 describe ways in which your own responses to texts are personal and reflect your own context

9.5 draw conclusions about your own values in relation to the values expressed and reflected by texts, and your responses to them.

You will learn about:

9.7 the ways personal perspective is shaped by social, cultural and historical influences

9.9 aspects of your own context that influence your responses and compositions

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Communicate meaning effectively in written and oral forms
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team
- Develop solutions to problems, both as an individual and as part of a team.

TASKS

The first part of this activity will be done individually.

- Did you form any opinion, while doing Activity 1, as to the gender of Lee and Alex? If not, decide now whether you think Lee was male or female, and the same for Alex.
- Go back over the documents you have for each, and list the qualities, with quotes from the documents provided, which made you decide as you did.

LEE is male/female (Circle one)

Quality which gives this impression	Quote from documents in support

ALEX is male/female (Circle one)

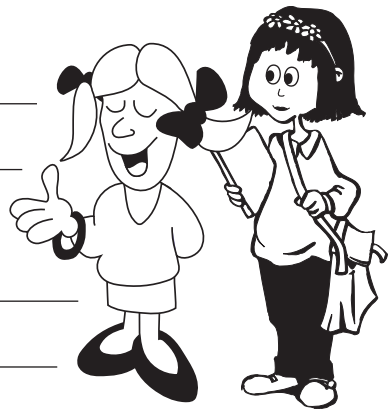
Quality which gives this impression	Quote from documents in support

When finished, discuss your results with other people on your team.

Discuss the following questions:

1. Did assumptions about gender form any part in your original decision about which person to hire?
2. Explain how your decision about whom to hire would be affected in each of the following case. (See overleaf).

Both Lee and Alex are female.



Both Lee and Alex are male.

Lee is male and Alex female.

Alex is male and Lee female.

Gender and the Workplace — Activity 3

In this activity you will demonstrate the following English content for outcomes 3, 7, 10 and 11:

You will learn to:

7.6 propose, support and elaborate points in an argument and draw conclusions

7.7 explore and develop arguments in a range of modes and media and in interpretive and critical compositions

10.2 identify, explain and challenge cultural values, purposes and assumptions about gender, and work in texts

10.3 interpret texts from a range of perspectives and justify the interpretations

11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from the Internet and other sources of information

You will learn about:

3.6 the ways in which modern technologies of communication are used to inform, persuade and entertain

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Negotiate roles and responsibilities within a group
- Communicate meaning effectively in oral form
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team.

Technology

- Locate and select appropriate information on the Internet.

Memo

Burbank Business Machines

TO: *J Ranger* **FROM:** *R Burbank*

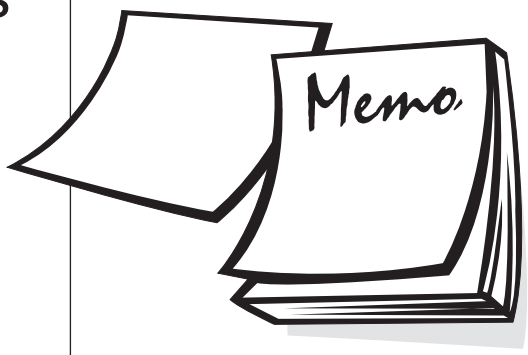
RE: *New Apprenticeship, Trainee Technician*

As you know, our decision to take on a Trainee Technician was enabled partly by generous Commonwealth and State Government incentives.

It has come to my attention that additional incentives are available for employing women in non-traditional occupations.

Of course Burbanks has an Affirmative Action Policy and wishes to encourage the inclusion of women in non-traditional occupations.

I understand you have now narrowed the applicants down to two, and that one of these is female. As I am sure that you have chosen applicants of the highest quality, please offer the position to the female applicant, in accordance with our policy.



As, in fact, Lee is female and Alex is male, you therefore have no choice but to employ Lee.

Affirmative Action

Most people in our society believe that all humans should be equal before the law and have equal opportunities in life. People differ, however, in how they think that equality should be translated into action.

How do we ensure that all have equal opportunities?

Read the article on equal opportunity on the ACTU students' website at <www.worksite.actu.asn.au/showall>

Do we all start out in society, when we are born, with an equal chance? If you are born into a household where there aren't many books and no one much values education, do you stand the same chance at school as someone who is born into a household where books and education are valued highly?

If people don't start out with the same opportunities, should our society do something to even things up a bit for people who are at a disadvantage?

The Case for Affirmative Action

People who believe in affirmative action think that society should try to balance things up for those who don't start out with the same opportunities as others. Steps to balance things up are called affirmative action.

Affirmative action is defined by the ACTU as:
"*Positive action taken to create a situation which promotes and assists elements of equal opportunity. This can mean removing barriers to equal opportunity in the workplace, such as training women so that they are eligible for a promotion.*"

If you agree that there should be affirmative action, how should it be decided when affirmative action is needed? The answer is to look at *outcomes* in society.

In the case of women, if we look at the outcomes, we find that employed women, on average, earn a lot less than employed men. One reason for this is that higher-paid jobs in companies and government are, on average, much more often done by men. Is this because women are not as good at work as men? Or might it be because women's careers are often interrupted by family matters or that the 'glass ceiling' stops them?

If particular jobs have a high proportion of males and a very low proportion of females, could it be because of the attitudes males and females are brought up with in our society? For example, many people believe that males are better at technical things than females. But is this natural? Or is it the result of the way boys and girls are brought up?

People who believe in affirmative action for women think that society is responsible for these differences and that society should take steps to even things up for women. This might include encouraging girls into non-traditional occupations, or giving women opportunities for training.

Of course, affirmative action need not be only for women. There are affirmative action plans for Indigenous Australians, the disabled, and many other groups.

The Case Against Affirmative Action

People who oppose affirmative action believe that it is unfair to give one group of people extra chances that another group doesn't get. They think it is wrong that someone should get a job mostly because of affirmative action.

If Lee got the apprenticeship because she was a girl, would Alex have the right to feel that it was unfair? He might feel that he was a much better student than Lee, that he had a far better attitude to work and would do a better job for the company. Why should Lee get the job just because she's a girl?

Debate the Issues

Set up an in-class debate on affirmative action. The topic is:

That affirmative action for women in the workplace is fair.

After the nominated speakers have spoken, the chair-person should open the debate to the class. This means that any member of the audience may put up a hand and (when recognised by the chair) make a comment.

Before taking part in the debate, find out more about affirmative action. Some websites to get information are:

- The students' website of the ACTU
  http://worksite.actu.asn.au/showall
- The National Civic Council's *News Weekly* site
  www.newsweekly.com.au/articles
- The National Union of Workers' policy on affirmative action
  www.nuw.org.au/policies
- The case against affirmative action
  www.snc.edu/socsci/chair/336/agaffir.htm

You can find out why Lee got the apprenticeship by looking at what the government's New Apprenticeship scheme offers employers, at **www.newapprenticeships.gov.au/documents**.

How to conduct a debate

If you need to brush up on debating, the Western Australian Debating League has published a very good summary of the procedures and speakers' roles at **www.wadl.org.au/7_5_1.htm**

Gender and the Workplace — Activity 4

In this activity you will demonstrate the following English content for outcomes 3, 7 and 11:

You will learn to:

7.6 propose, support and elaborate points in an argument and draw conclusions

11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from the internet and other sources of information.

You will learn about:

3.6 the ways in which modern technologies of communication are used to inform, persuade and entertain

11.14 ways of managing information and communication technologies for effective learning.

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

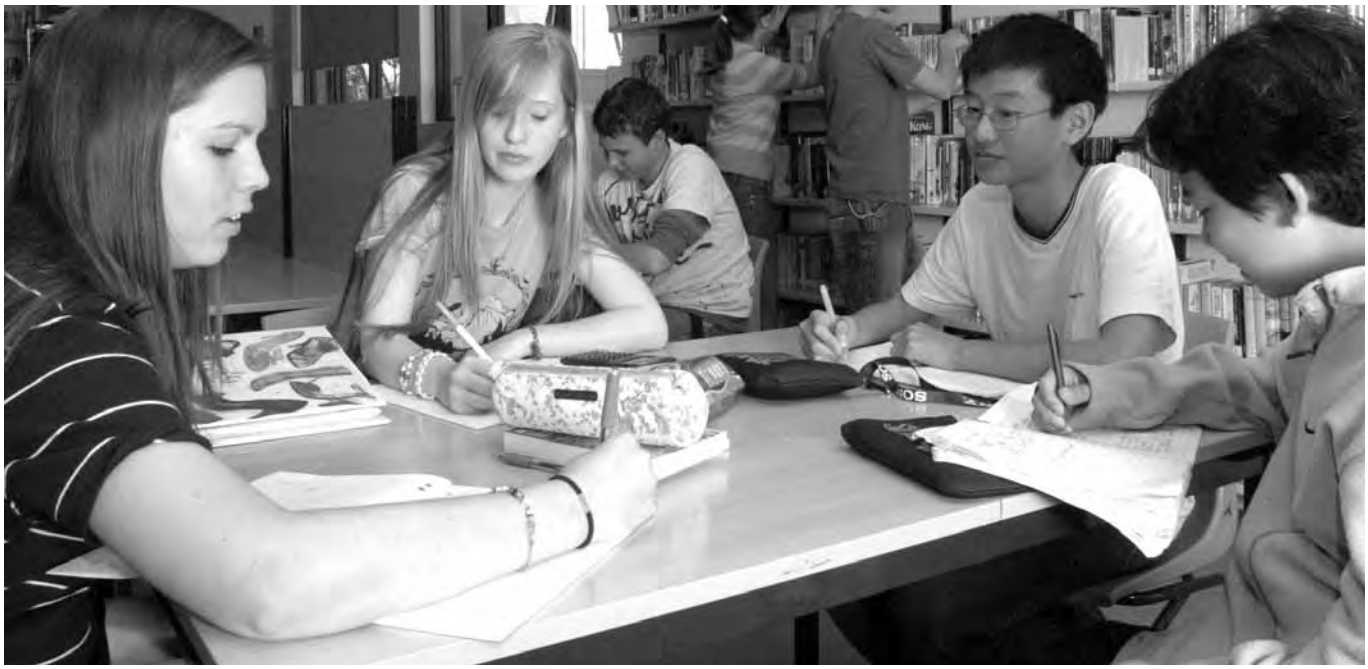
- Speak confidently in formal and informal situations, in small groups and to large audiences
- Communicate meaning effectively in oral form
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team.

Technology

- Locate and select appropriate information on the Internet.



TASKS

Lee has a problem.

She began her apprenticeship in January. She shared open office/workshop space with the others in Joe's team. The four others were:

- Bill, 28
- Johnno, 22
- Robert, 20
- Stephen, 26.

From the beginning, Robert took what Lee felt was an unpleasant interest in her personal life. He began by asking her if she had had many boyfriends, but his questions soon became more personal and inappropriate. When she talked about taking a trip to Brisbane with her boyfriend Wayne, Robert asked if she was going to share a room with him. The other guys in the team laughed when he made these sorts of comments.

Feeling it was important that she got along with everyone in the team; Lee tried to laugh it off too. But when she managed to fix a computer problem that Robert hadn't been able to solve, his 'jokes' became more disturbing.

A poster of Elle McPherson in her underwear, which was on a wall of the workroom, suddenly had Lee's face on it, and she found her photo of Wayne, which she kept in her wallet, defaced.

She showed this to Joe, the team leader, who said he'd have a word with Robert, then laughed and said, 'You'll have to admit it's funny, though.'

Apparently Joe's word with Robert amounted only to telling him not to touch her personal things, such as her wallet. The 'jokes' increased rather than stopping, to the point that Lee now feels she cannot cope with the situation.

What should Lee do? What steps are available to her?

1. Consult the following websites for information about sexual harassment.

   www.hreoc.gov.au/sex_discrimination/sexual_harrassment
   (for information about the Code of Practice)

   http://worksite.actu.asn.au/showall
   (for the ACTU's policy on sexual harassment)

2. Discuss Lee's problem with your team. Work out a plan of action for her to deal with the problem, listing the steps she should take in the order she should take them.

   Report your team's conclusions to the class. As a class, discuss any differences in the views of the different teams.

Gender and the Workplace — Activity 5

In this activity you will demonstrate the following English content for outcomes 2, 3, 4, 6 and 9:

You will learn to:

3.1 respond to complex texts in different technologies considering the effects of the technology on meaning

4.5 identify purpose, audience and context of texts through consideration of the language forms and features, and structures used in the texts

You will learn about:

2.9 processes of representation including particular visual and aural techniques such as those of camera, design and sound, to create cohesive texts

2.10 the ways film-makers use processes of representation in composing texts

4.8 the ways in which spoken and visual texts are shaped according to personal, historical, cultural, social and workplace contexts

6.8 ways in which film-makers transform concepts into film, including consideration of script, story lines, sustained perspective, and visual and aural components of film-making and their interaction

6.9 the ways in which imaginative texts can explore universal themes and social reality

9.10 how alternative readings of texts reflect responders' personal and public worlds and what they value in the text

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Communicate meaning effectively in written and oral forms
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team.

TASKS

Based on a true story, the film *Erin Brockovich* focuses on a working-class mother struggling to support three children while the bills keep coming in.

A. View the movie. You might be interested to know that the waitress who serves Erin and her children, when she takes them to a restaurant after finding cockroaches (Chapter 3 on the DVD) is the real *Erin Brockovich*.

Forms, features and structures

The film positions the audience to sympathise with *Erin Brockovich*. It does this by portraying her as having many good qualities. The real Ed Masra says, on the extras on the DVD, 'She's intelligent, she's kind, she's loyal, courageous ... the perfect woman'. Her quick-witted sparring with Masra also endears her to the audience.

The sympathy of the audience for *Erin Brockovich* is also assisted by camera work. The director, Steven Soderbergh, is known for innovative and unusual use of the camera, and critics have called camera work in *Erin Brockovich* 'restrained' by comparison.

'The camera is most unobtrusive, almost Dogma 95* in its devotion to simple, naturalistic shooting and blocking,' says critic Harvey O'Brien. He notes the use of the many close-ups of Roberts' face, especially when she hears on the phone about her baby's first word.

You might also notice the way the camera emphasises the energy and power of Brockovich, by moving with Roberts, for instance as she walks into the office just before being fired (Chapter 11). This movement of the camera along a path is called a dolly or tracking shot.

On occasions, when *Erin Brockovich* is out doing field work, you might also notice a jerkiness to the camera movement – a handheld camera has been used in some of these scenes to give almost a documentary effect, making her work seem more realistic to the audience.

*Dogma 95 is a film-making ideology developed by a group of directors in Copenhagen in 1995. These directors were opposed to the way major film studios produced films. They aim to **force the truth out of (a director's) characters and settings.** They said directors must shoot on location, use only sound and images available at the location, use a hand-held camera and film in colour with no special lighting or filters.

B. With your team, discuss the following questions about the techniques of the movie, then write individual answers.

1. View again the scenes which take place while the credits are being shown (Chapters 1 and 2 on the DVD). The audience is immediately confronted by Erin's swearing and style of dress, both of which many people in the audience would disapprove. How do these scenes maintain audience sympathy for Erin despite these factors?

_____

_____

_____

_____

2. How is humour used, in other scenes in the film, to show her character and/or make a point? Find examples, and discuss why humour is used at that point.

_____

_____

_____

_____

3. Julia Roberts appears in almost every scene in the film – she is rarely 'off stage'. Why do you think the film has been made in this way?

_____

_____

_____

_____

4. Why do you think so many close-ups of Roberts' face are used?

_____

_____

_____

_____

5. Find examples of two or three scenes where you think the camera work is particularly effective, and explain why.

_____

_____

_____

Not all responses to the movie have been positive. Famous American critic Roger Ebert gave it a very poor review. Read it on the internet at **www.suntimes.com/ebert/ebert_reviews/2000/03/031703.html** Compare this review to a favourable one, such as that of James Berardinelli at **http://moviereviews.colossus.net/movies/e/erin_brockovich.html**

C. Write your own review of the movie, using these as models. A movie review can include comments on:

- themes/issues/messages
- key events
- characters and relationships
- acting
- setting
- screenplay (the film script)
- film techniques
- the reviewer's judgement (often expressed as a number of stars, or mark out of 10).

Workplace and gender issues

Love it or hate it, the film *Erin Brockovich* does raise workplace and gender issues, many of which are under current discussion in our society. The film raises such issues as:

- problems faced by working-class single parents
- balancing work and family life
- gender roles and work
- balancing self-interest and business success against fighting for what is right
- the importance of gaining self-esteem from success at work
- questions of dress and the workplace.

What does the movie contribute to your understanding of these workplace issues?

Problems faced by working-class single parents

In the establishing shots, when Erin is being interviewed for a position in a doctor's office, she explains that she had lost a job working with a construction company when her son got chicken pox and she had to look after him.

When she returns home, she picks up her children from a kindly neighbour, she learns that the neighbour will soon be moving away, which the neighbour says will allow her to hire 'a proper baby sitter'. But the next baby sitter proves unreliable, bringing the children back one day and leaving them with her new neighbour.

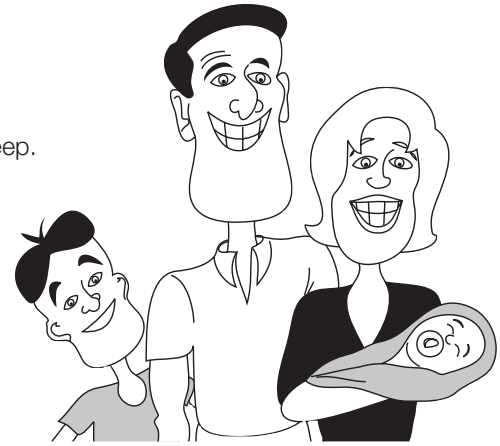
She is only able to achieve what she does in the workplace because this new neighbour becomes her partner and minds the children.

Without family or partner support, many single working parents are faced with problems similar to these. Working class parents especially usually do not have the money for expensive services.

Balancing work and family life

As she becomes more involved with the case, Erin spends more time working and less with her family. She often does not get home until the children are asleep. She misses her baby's first words.

Balancing work and family life is a problem at all levels of society and is currently much under discussion in the media. The importance of parents spending time with children, reading to them and guiding their values has been emphasised by politicians, as well as experts in child development.



3. Student Vocational Learning Activities

Gender roles and work

Erin takes on the role traditionally taken by the male of the family, of going out to work, while her partner, George, takes on the role of staying at home with the children. At the fair, as he carries the children, George looks longingly at a bike rider roaring away. At another point Erin makes a cutting remark to him about not having a job – rather unfair considering that she is taking advantage of his not having a job. Changing gender roles in the family and the workplace are important issues in our society.

Balancing self-interest and business success against fighting for what is right

At a number of points in the film, Erin and Ed have to face choices about whether to give up the fight for the Hinkley residents. Ed faces the possibility of ruin and bankruptcy and Erin receives a threatening phone call. They choose to continue to fight the case in the end because it is the right thing to do.

Ethical questions arise in virtually every workplace, though not often are workers put in such ethical dilemmas as in this film.

The importance of gaining self-esteem from success at work

At the beginning of the film, Erin's self-esteem is continually battered by rejection as she tries to get a job. In court after the car accident it is assumed, because of the way she speaks and dresses, that she is not to be believed above a doctor, the driver of the other car. She is rejected by her co-workers at Ed's office.

Erin's spirit does not allow her to give in under these continual attacks on her self-esteem, but she is affected by them. On the DVD extras, in 'The real *Erin Brockovich*', the real Erin says,

"I went from a struggling mother, barely able to support my children ... to getting to know these people in Hinkley ... to see their lives changed, to see Mr Masri believing in me, to having self-esteem and self-worth again."

Her whole life was changed through the experience of success at work.

Questions of dress and the workplace

Erin chooses to dress in a way that expresses her sexuality. 'I think I look nice,' she tells Ed when he brings the matter up. Oddly, it is not Ed, but Erin's female co-workers who object to the way she dresses.

In our society, traditionally unflattering assumptions have been made about women who dress in this way. It is not considered appropriate in most workplaces. But should a woman (or a man) be free to dress in any way in the workplace?

D. Discuss the following statements to clarify your own values on these questions.

1. More government support should be available to assist working single parents.

_____

_____

_____

2. In two parent families, one parent should stay at home to look after the children.

_____

_____

_____

3. Keeping your job is more important than standing up for what is right.

_____

_____

_____

4. Employers should have programs in place to promote workers' self esteem.

_____

_____

_____

5. A woman cannot both dress to emphasise her sexuality and be professional, capable and intelligent.

_____

_____

_____

6. An employer has the right to set standards of dress in the workplace.

_____

_____

_____

Gender and the Workplace — Evaluation

Please reflect on this unit in the space below. Your reflection could include:

- what you learned in doing this unit
- most interesting piece of work in the unit
- any aspects you did not enjoy
- what skills you developed
- whether you changed your mind about any of the issues considered
- your concluding thoughts about gender and the workplace.

Gender and the Workplace — Additional Activity

In this activity you will demonstrate the following English content for outcomes 2 and 11:

You will learn to:

11.2 choose appropriate topics for investigation and negotiate these with their teachers

11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the Internet and other sources of information.

You will learn about:

2.8 the ways that the processes of planning including investigating, interviewing, selecting, recording and organising ideas, images and information can and should be modified according to specific purposes.

You will develop employment related skills in the following areas, and record these in your *Employment Related Skills Logbook*:

Communication

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Negotiate roles and responsibilities within a group
- Communicate meaning effectively in written, oral and visual forms
- Respond to and interpret the ideas of others
- Listen when others are speaking and take turns in class and group discussions.

Teamwork

- Work collaboratively in a team.

Problem solving

- Develop solutions to problems, both as an individual and as part of a team.

TASKS

You have considered a number of gender issues in relation to the workplace. Which gender issues are important to the workers of your family, friends and community and what are their views on these issues?

Conduct a survey in which you and members of your team each interview four workers. Then report your team's findings to the class.

1. First, your team will need to decide what it is you want to know. Develop a list of questions you would like answered. Your questions might be based around any of the issues you have considered in this unit, such as

- equality of opportunity
- affirmative action
- sexual harassment
- problems faced by single parents
- balancing work and family life

- balancing self-interest and business success against fighting for what is right
- the importance of gaining self-esteem from success at work
- questions of dress and the workplace.

Your questions might establish which issues are considered important by the interviewees, what their views on the issues are and what action should be taken about these issues.

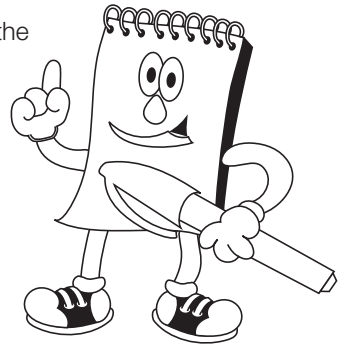
You might want to concentrate on only one or two issues.

2. Set out your questions on a form which can be photocopied so the interviewers can use these to fill in responses.

- Make sure that the questions are easy to understand – test them on someone from another team to be sure.
- Be sure your questions won't embarrass the interviewee.
- Have a place on the form for the sex of the interviewee, and approximate age – eg Under 20, 20-30, etc.

3. Decide whether you want your interviewees to cover both sexes and all age groups, or a specific group, such as women, or young people.

4. When all team members have conducted their interviews, meet as a team and collate the answers. What conclusions do you draw from your survey?



5. Report your findings to the class. Each team member should speak. Tell the class:

- what your team aimed to do
- what questions were asked
- what were the results
- your conclusions.

4. Education and Training Pathways in English

4.1 Credit transfer arrangements

Credit transfer is the granting of advanced standing by institutions (either in the same or a different sector to the original institution) to students on the basis of previous study undertaken in another institution.

4.1.1 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allows credit for study completed as part of the Higher School Certificate (HSC).

To be eligible for credit transfer in a TAFE NSW course, students need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience is relevant to a student's chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules/units making it possible to achieve a TAFE NSW qualification faster.

However, credit transfer does NOT give automatic entry into a TAFE NSW course.

Further information about credit transfer for HSC courses can be found at: **www.det.nsw.edu.au/hsctafe/new**

Note: VET Industry Curriculum Framework Courses (ICFs) are based on units of competency. Students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.

4.1.2 HSC English courses and credit transfer arrangements

Students who successfully complete the English courses listed below, and who meet the conditions for credit are eligible to receive credit for specified modules/units in some TAFE NSW courses.

It is recommended that teachers check the website **www.det.nsw.edu.au/hsctafe** regularly as changes to courses and credit transfer arrangements between the HSC and TAFE NSW may occur.

The following information is correct at the time of publication (June 2005).

Advanced English (Band 3 or Higher) has credit transfer arrangements with the following TAFE NSW courses:

- Aboriginal Education Assistants
- Aboriginal Studies
- Access to Work and Educational Opportunities
- Automotive Sales (Parts Interpretation)
- Career Education and Employment for Women (CEEW)
- Civil Construction
- Construction
- Electrical Pre-Vocation
- Electronics/Computer Pre-Vocation
- Financial Services
- Firefighting Operations
- Forest and Forest Products
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- General Construction
- Information Technology
- Introduction to Tertiary Preparation
- Preparatory Mathematics and Science
- Refrigeration Pre-Vocation
- Tertiary Preparation
- Transport and Distribution (Road Transport)
- Vocational Preparation
- Water Industry Operations
- Work Skills.

Extension English – Extension 2 Course has credit transfer arrangements with the following TAFE NSW courses:

- Access to Work and Educational Opportunities
- Education Support – School Assistant
- Asset Maintenance
- Australian and International Trade Facilitation
- Banking
- Building Studies
- Business
- Cablemaking
- Career Education and Employment for Women (CEEW)
- Communication Skills
- Computer Systems Technology
- Design and Illustration Skills
- Detail Drafting
- Drafting Trades
- Education Support
- Electrical Engineering
- Electrical Technology
- Electronics Technology
- Engineering
- Engineering-Electrical/Electronic Trade
- Equine Massage Therapy
- Events and Entertainment Design
- Firefighting Operations – Post Operative
- Education Support
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- H.V.A.C – Refrigeration Engineering
- Horse Industry Management
- Hospitality – various courses
- Introduction to Tertiary Preparation
- Manufacturing Technology
- Mechanical and Manufacturing Engineering
- Mechanical Engineering
- Mechanical Technology
- Naval Architecture
- Plastics
- Plastics, Rubber and Cablemaking
- Polymer Technology
- Process Manufacturing
- Process Plant Operations
- Product Design and Development
- Quantity Surveying
- Rubber
- Tertiary Preparation
- Vocational Preparation
- Water Industry Operations
- Work Skills.

Standard English (Band 3 or Higher) has credit transfer arrangements with the following TAFE NSW courses:

- Aboriginal Education Assistants
- Aboriginal Studies
- Access to Nursing
- Access to Work and Educational Opportunities
- Asset Maintenance
- Australian and International Trade Facilitation
- Automotive Mechanical – Pre-Employment
- Automotive Sales (Parts Interpretation)
- Banking
- Building Studies
- Business
- Business Administration
- Cablemaking
- Career Education and Employment for Women (CEEW)
- Civil Construction
- Communication Skills
- Computer Applications for the Office
- Computer Systems Technology
- Construction
- Court and Parliamentary Reporting and Captioning
- Customer Contact
- Dental Assisting
- Dental Technology
- Design and Illustration Skills
- Detail Drafting
- Drafting Trades
- E-Business
- Education Support – School Assistant
- Electrical Engineering
- Electrical Pre-Vocation
- Electrical Technology
- Electronics Technology

- Electronics/Computer Pre-Vocation
- Employment Services
- Engineering
- Equine Massage Therapy
- Events and Entertainment Design
- Financial Services
- Firefighting Operations
- Forest and Forest Products
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- General Construction
- H.V.A.C – Refrigeration Engineering
- Health Service Assistance
- Health Support Services
- Horse Industry Management
- Hospitality
- Information Technology
- Introduction to Tertiary Preparation
- Manufacturing Technology
- Marine Studies
- Mechanical and Manufacturing Engineering
- Mechanical Engineering
- Mechanical Technology
- Naval Architecture
- Outdoor Recreation
- Panel beating Pre-Employment
- Pathology Specimen Collection
- Plastics

- Plastics, Rubber and Cablemaking
- Polymer Technology
- Preparatory Mathematics and Science
- Process Manufacturing
- Product Design and Development
- Quantity Surveying
- Refrigeration Pre-Vocation
- Rubber
- Sport
- Sport and Recreation
- Surveying
- Tertiary Preparation
- Transport and Distribution
- Vehicle Painting Pre-Employment
- Vocational Preparation
- Water Industry Operations
- Work Skills.

English ESL has credit transfer arrangements with the following TAFE NSW courses:

- Aboriginal Education Assistants
- Access to Work and Educational Opportunities
- Automotive Sales (Parts Interpretation)
- Career Education and Employment for Women (CEEW)
- Civil Construction
- Construction
- Electrical Pre-Vocation
- Electronics/Computer Pre-Vocation
- Financial Services
- Firefighting Operations
- Forest and Forest Products
- Foundation and Vocational Education
- General and Vocational Education (CGVE)
- General Construction
- Information Technology
- Refrigeration Pre-Vocation
- Transport and Distribution
- Water Industry Operations
- Work Skills.

4.1.3 *School Statement of Achievement* forms

Before a student can gain credit for some TAFE NSW course modules/units, a *Statement of Achievement* form is required. Listed below are the new HSC courses that require a signed *Statement of Achievement* form from the course teacher:

- Ceramics CEC
- English
- Industrial Technology
- Information Processes and Technology
- Marine Studies CEC
- Music
- Personal Development, Health and Physical Education
- Photography, Video and Digital Imaging CEC
- Software Design and Development.

All *Statement of Achievement* forms require the signature of the school principal and an official school stamp.

These statements can be downloaded from the TAFE NSW website:

www.det.nsw.edu.au/hsctafe/general/forms.htm

An example of a School *Statement of Achievement* form is shown on the right.

TAFE

HIGHER SCHOOL CERTIFICATE STATEMENT OF ACHIEVEMENT FOR ADVANCED STANDING IN TAFE NSW COURSES

English

Student's Name: _____

School attended: _____

This statement is for students who wish to apply for credit transfer in a TAFE NSW course for one or more of the NCS modules listed below. To be eligible for credit, students should present this signed Statement *and* their HSC Record of Achievement to the TAFE NSW Enrolling Officer. This statement may also assist students who have NOT completed the HSC English course to apply for recognition for NCS modules, supported by other evidence.

During the following courses of study in Stage 6 English: (Please tick the relevant column)

English Course	Preliminary	HSC
English (Standard)		
English (Advanced)		
English (ESL)		
*Module B Elective 1 Living and Working in the Community		
*Module B Elective 2 English for Study		
English (Extension) 2		
Fundamentals of English		

this student has satisfied requirements for the following National Communication Skills Modules (NCS)

Workplace Communication
Writing Skills for Work
Presenting Information
Job Seeking Skills

(please delete as appropriate)

in accordance with the requirements detailed in the Stage 6 English and National Communications Skills Modules Support Document.

Principal's signature: _____

Date: _____

School Stamp

4.1.4 Credit transfer from TAFE NSW to university

Students who complete a TAFE NSW diploma or advanced diploma course can apply for an undergraduate university course and may receive credit for subjects in that university course. This may allow students to complete their degree sooner.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. Applicants are considered on a case-by-case basis. Students should contact the university they want to enter for information about specific arrangements.

Further information on credit agreements between TAFE NSW and universities and course information can be found at:

www.sit.nsw.edu.au/courses

www.avcc.edu.au
(Policies and Programs/Teaching and Learning/Credit Transfer/Links with VET)

Note: Students should contact the relevant TAFE NSW institution for credit arrangements with universities and also check the university faculty/school handbook and website for current arrangements and requirements.

Listed below are ***some examples of credit arrangements***. They are a ***guide only*** to help teachers and students understand pathway planning options.

TAFE NSW Course (Sydney Institute)	University	Degree Course	Credit Arrangement
Diploma in Tourism (Operations Management)	Western Sydney – UWS	Bachelor of Business (Tourism Management)	1.5 years credit
Diploma in Public Relations	New England	Bachelor of Administrative Leadership	Block Credit: One year of 3-year degree
		Bachelor of Professional Studies	Block Credit: One year of 3-year degree
	Wollongong	Faculty of Commerce	Total of 48 credit points possible
Diploma in Business (Legal Services)	New England	Bachelor of Professional Studies	Block Credit: One year of 3-year degree
		Bachelor of Administrative Leadership	Block Credit: One year of 3-year degree

4.2 Traineeships and apprenticeships

Traineeships and apprenticeships are jobs that combine paid work with formal training in a specific industry/occupation.

Apprenticeships and traineeships are available in most industries including:

- Arts and Entertainment
- Automotive
- Building and Construction
- Community Services and Health
- Communications
- Finance, Insurance and Business Services
- Food Industry
- Forest Industries
- Furnishing, Light Manufacturing, Textiles, Clothing and Footwear
- Manufacturing and Engineering
- Mining
- Primary Industries
- Process Manufacturing
- Public Sector
- Retail and Wholesale
- Sport and Recreation
- Tourism and Hospitality
- Transport and Distribution
- Utilities and Electrotechnology.

Apprenticeships generally last four years and cover traditional trade areas including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, green keeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and wood machining. There are more than 100 apprenticeship vocations available in NSW.

Traineeships are offered in over 600 vocations and have been introduced to provide employment and training opportunities in a broader range of industry areas. Traineeships are shorter than apprenticeships, usually 12 months fulltime.

Examples of traineeships that may be of interest to students of English include:

Arts and Entertainment: Interactive Multimedia, Arts Administration, Theatre and Events, Broadcasting, Library/Information Services, Media Journalism, Museum Practice and Video and Television Production.

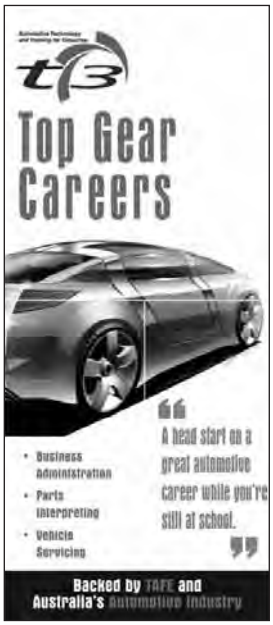
Communications: Information Technology, Printing and Graphic Arts and Telecommunications.

Finance, Insurance and Business Services: Advertising, Court and Parliamentary Reporting and Captioning, Employment Services, Human Resources, Legal Administration, Legal Services, Marketing, Medical Administration, Business Administration, Business Management.

Property Services: Real Estate and Property Management.

Public Sector Industry: Education Support, Local Government, Public Services and Union Recruitment and Organising.

4.2.1 School Based Traineeships in NSW schools



School Based Traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school.

Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a School Based Traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, during Year 11 and 12, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

- More information about current NSW traineeships and apprenticeships and School Based Traineeships in NSW schools can be found at the following website: **http://apprenticeship.det.nsw.edu.au/html/schavatrains.htm**
- The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. More information about new apprenticeships can be found at: **www.newapprenticeships.gov.au**
- Further information on School Based Traineeships is available from the Vocational Education in Schools Directorate website: **www.det.nsw.edu.au/vetinschools**

Over 50 traineeships are available for the School Based Traineeship Program. Industry areas include:

- Aeroskills
- Automotive (T3 – Vehicle Servicing, Parts and Accessories and Business)
- Business
- Electrotechnology
- Engineering
- Information Technology
- Retail (McDonald's and Big W)
- Property.

5. Vocational and Enterprise Learning Resources

5.1 Employment related skills and their elements

The employment related skills are as important as job-specific or technical skills. They are generic transferable skills. Students' development of these skills is integral to their ability to fulfil a successful life that incorporates education, work, relationships and recreational pursuits. The elements are the facets of the skills that will help teachers identify when students are demonstrating these skills. The depth and level at which students may demonstrate these skills will vary depending on the expectations of the activities undertaken and the age and experience of the student.

Employment Related Skills	Elements
Self-management – ability to take responsibility for setting and achieving personal goals	***Evidence of self-management can include a range of the following …*** • Setting goals and priorities that balance work and personal life • Monitoring and evaluating performance regarding personal goals • Building and maintaining a positive self-image to enhance confidence • Developing an eye for detail and being precise • Managing change by being flexible, open and responsive • Being proactive in career planning, time management and setting challenges • Managing various aspects of work and personal life, including health and fitness • Learning from mistakes and accepting feedback for continual improvement • Seeking out advice and support when required • Presenting in a manner suitable to the occasion • Developing competence in managing interpersonal and emotional relationships • Understanding, and being able to use, varying means for managing stress and conflict • Understanding the importance of managing time, and having preferred techniques for doing so • Understanding the importance of celebrating success and managing disappointment, and ways of handling these • Matching personal goals and capabilities to an undertaking • Knowing how to deal appropriately with persons in authority • Keeping a focus on the task and outcomes required • Dealing with people, problems and situations with honesty, integrity and personal ethics • Showing interest, initiative and effort • Being socially responsible and contributing to the community • Understanding the importance of reflecting and applying critical judgement • Carrying through an agreed responsibility • Accepting and providing feedback in a constructive and considerate manner.

Employment Related Skills	Elements
Initiative and enterprise – ability to seek/take advantage of opportunities	***Evidence of initiative and enterprise can include a range of the following …*** • Developing a strategic, creative, long term vision and actioning it • Identifying opportunities not obvious to others • Showing independence and initiative in identifying problems, generating a range of options and initiating innovative solutions • Exploring beyond existing boundaries to identify implications and learn from others • Understanding how society, government and business work, and the importance of active citizenship • Understanding what is meant by being enterprising, entrepreneurial and how to develop capacities for these • Understanding how to demonstrate initiative • Ability to manage risk and uncertainty • Willing to take risks and learn from mistakes.
Learning – ability to achieve new skills and/or knowledge	***Evidence of learning can include a range of the following …*** • Willingness to continuously learn and grow in a range of settings, taking into account preferred learning styles • Understanding one's own preferred learning style and working to develop other learning styles • Identifying and accessing learning sources and opportunities • Investing time and effort to acquire new knowledge and technology skills • Assessing personal strengths and areas for development • Exploring and understanding personal creative talents and how to make best use of them • Demonstrating personal and career oriented learning plans • Setting, managing and achieving learning goals • Using a range of mediums to learn – mentoring, peer support, networking, information technology (IT) • Being open to new ideas and techniques • Acknowledging the need to learn in order to accommodate change and build career paths • Being a member of and contributing to a learning community • Understanding the importance of learning new skills and acquiring new knowledge throughout life.

Employment Related Skills	Elements
Communication – ability to express and understand information	***Evidence of communication skills can include a range of the following …*** • Listening effectively and asking questions to understand and appreciate the points of view of others • Writing and speaking clearly, concisely, coherently and directly so others pay attention and understand • Reading and understanding information presented in a variety of forms (eg words, graphs, charts, diagrams) • Recognising the purpose of the communication and the needs of the audience • Sharing ideas and information using a range of information and communication technologies • Using relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas • Observing and recording data using appropriate methods, tools and technology • Having confidence in personal ideas and vision and being able to articulate these • Speaking and writing in languages other than English • Appreciating and understanding the role of non-verbal communication • Persuading and influencing others by inspiration, sensitivity and clarity • Establishing and using networks, both formal and informal.
Teamwork – ability to work effectively with others to get things done	**Evidence of teamwork can include a range of the following …** • Working as an individual and developing a rapport with others to form working relationships • Recognising and respecting the diversity, individual differences and perspectives of others • Understanding how to operate in a team • Understanding personal capacity for filling different team roles • Identifying the strengths of team members • Understanding how to assist others (eg coaching, mentoring and giving feedback) • Ensuring that the team's purpose and objectives are clear and establishing consensus on individual roles and responsibilities • Influencing, negotiating, collaborating, supervising, directing and motivating others to achieve a recognised objective (demonstrating leadership) • Managing and resolving conflict when appropriate and recognising the role of conflict in a group to identify issues and reach solutions • Understanding how to relate to other people in varying contexts, including those where they manage or are managed by others; and how to get things done • Respecting and being open to and supportive of the thoughts, opinions and contributions of others in a group.

Employment Related Skills	Elements
Planning and organising – ability to coordinate and prioritise tasks and resources	***Evidence of planning and organising can include a range of the following …*** • Developing a vision and a flexible pro-active plan to achieve it • Managing time and priorities – setting timelines, coordinating tasks for self and with others • Allocating people and appropriate tools and technology to tasks or a project • Being resourceful • Developing a range of techniques to locate, gather, assess and organise information using appropriate technology and information systems • Adapting resource allocations to cope with unexpected circumstances • Establishing clear project goals, deliverables and contingencies • Taking initiative and making decisions • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information, using appropriate methods, tools and technology • Varying and adjusting one's approach or style according to situation demands • Making estimates and verifying calculations • Participating in continuous improvement and planning processes (monitoring and evaluating) • Evaluating the process and the product.
Problem solving – ability to identify problems and develop solutions	***Evidence of problem solving can include a range of the following …*** • Anticipating, identifying, clarifying and framing problems • Identifying the root cause/s of a problem • Developing and exploring practical solutions • Using mathematics including budgeting and financial management to solve problems • Testing assumptions taking the context of data and circumstances into account • Analysing and assessing information and situations quickly • Generating and using creative ideas and processes • Applying risk management • Seeking different points of view and evaluating them • Recognising the various dimensions of a problem (eg social, interpersonal, technical and environmental) • Deciding what needs to be measured or calculated • Readily using science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • Evaluating solutions to make recommendations or decisions • Implementing solutions, then monitoring and evaluating • Maintaining an open mind.

Employment Related Skills	Elements
Technology – ability to use appropriate technologies to complete tasks	***Evidence of technology skills can include a range of the following …*** • Managing and using technology for a purpose in a given context • Having a range of basic information technology skills • Using information technology to manage and organise data • Applying occupational health and safety knowledge and practice to the use of technology • Displaying manual dexterity/fine motor skills when using technology • Applying technology to achieve work and leisure solutions • Achieving competence in handling information and communications technology and understanding the underlying processes • Understanding the social and ethical implications of technology and critically evaluating them • Being aware of technical challenges and constraints and having a plan for solving them • Understanding the role of technology in leisure and work • Understanding the implications of technology for productivity and business competitiveness.
Cross-cultural understanding – ability to respect diversity and act without discrimination	***Evidence of cross-cultural understanding can include a range of the following …*** • Recognising, valuing and respecting cultural, religious, linguistic and community diversity in local, national and global contexts • Identifying opportunities to use diversity to achieve agreed outcomes • Working effectively with people of diverse cultural, religious and linguistic backgrounds • Demonstrating an appreciation of the rights and responsibilities of individuals, groups and organisations within local, national and global contexts • Identifying how individuals and groups are interdependent on each other • Demonstrating sensitivity when interacting with individuals and groups from diverse cultural, religious and linguistic backgrounds • Working with others to achieve common goals which reflect equity and social justice • Recognising Australia's Indigenous heritage and its political, social, economic and cultural relevance • Identifying and overcoming stereotypes in life and work.

Personal attributes Personal attributes contribute to overall employability. They are a set of non-skill-based behaviours, attitudes and characteristics that contribute to a person's ability to achieve a successful life.	**Enterprise Education Learning Framework**	
	Key Qualities The enterprising learner is …	**Enterprising Characteristics** The enterprising learner …
• **Loyalty** • **Commitment** • **Honesty and integrity** • **Empathy** • **Assertiveness** • **Trust** • **Enthusiasm** • **Reliability** • **Personal presentation** • **Common sense** • **Positive self-esteem** • **A sense of humour** • **A balanced attitude to work and home life** • **An ability to deal with pressure** • **Motivation** • **Adaptability** • **Flexibility** • **Resilience** • **Determination** • **Self-reliance** • **Flexibility** • **Engagement** • **Connectedness**	**Connected**	• takes action that links learning to the real-world • communicates effectively • participates in the community.
	Engaged	• makes a head and heart contribution • is task oriented and outcomes focused • applies understanding to move forward • manages resources and time effectively.
	Resilient	• takes advantage of opportunities • actively monitors and responds to feedback • maximises capability and responds appropriately to setbacks.
	Responsible	• takes responsibility for own actions • has a sense of self-worth and belonging.
	Ethical	• contributes to the development of community values • acts in accordance with agreed values.

5.1.1 Employment related skills mapping

The table below maps the employment related skills (2005) against the employment related skills used in the *Employment Related Skills Logbook* (2002-2004) and the *Key Competencies* addressed in all NSW syllabuses.

NSW Employment Related Skills for Years 9-12 (2005)	Previous NSW ERS for Years 9 & 10	Previous NSW ERS for Prelim & HSC	Mayer Key Competencies
Communication *Ability to express and understand information*	Communication	Communicating ideas and information Negotiating and influencing	Communicate ideas and information Using mathematical ideas and techniques
Planning and organising *Ability to coordinate and prioritise tasks and resources*		Planning and organising Collecting, organising and analysing information Recruiting and managing resources	Planning and organising activities Collecting, analysing and organising information Identifying, assessing and managing risks
Teamwork *Ability to work effectively with others to get things done*	Leadership	Working with others and in teams	Working with others and in teams
Technology *Ability to use appropriate technologies to complete tasks*	Technological Physical		Using technology
Problem solving *Ability to identify problems and develop solutions*	Numerical	Solving problems	Solving problems
Learning *Ability to achieve new skills and/or knowledge*			
Self-management *Ability to take responsibility for setting and achieving personal goals*	Social	Matching personal goals and capacities to undertakings Monitoring and evaluating Being flexible and dealing with change	
Initiative and enterprise *Ability to seek/take advantage of opportunities*	Creative Practical	Using initiative and drive Generating and using creative ideas and processes Generating, identifying and assessing opportunities	
Cross-cultural understanding *Ability to respect diversity and act without discrimination*			Cultural understanding

5.2 Vocational learning resources for teachers and students

The following resources may be helpful to teachers and students who research careers and courses. Teachers and students may collect and add additional resources to this list.

Handbooks

- The most recent NSW DEST Job Guide **www.jobguide.dest.gov.au**
- The most recent version of the NSW UAC Guide **www.uac.edu.au**
- The most recent version of the TAFE NSW HANDBOOK **www.tafensw.edu.au**
- The most recent version of the HSC/TAFE Credit Transfer Guide **www.det.nsw.edu.au/hsctafe**
- The careers section of the most recent local/state newspaper.

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Aboriginal Career Aspirations Program*, Board of Studies. Distributed to schools 2002
- *Making Choices* (Work Sheets and CD-ROM) Career Education Association of WA.

Multimedia

Resource Title	Description
Logging The Real Game in NSW Schools – CD-ROM	This CD-ROM has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game.* This is achieved by connecting *The Real Game* with the *School to Work Employment Related Skills Logbook* and shows how these two resources complement each other. *Logging The Real Game in NSW Schools* includes a series of support materials provided on CD, which allows both students and teachers to reflect on the outcomes achieved.
Logging on to the Future – CD-ROM	This resource promotes the usefulness of the *Employment Related Skills Logbook* to students, teachers, parents and employers. It demonstrates how the documenting of vocational skills by students throughout their school years can support them in interviews and applications.
School to Work Training 2003 – Video	The presenter, Paul Baker from TMP Worldwide, provides current information about the changing nature of the workplace, trends in employment and how this impacts on society. He focuses on the skills and competencies that will be required in future workplaces and then demonstrates how schools can help equip students to be better placed to meet the new and emerging world.

Resource Title	Description
JUMP TO IT: your guide to careers in the Sport and Recreation industry – CD-ROM	This resource covers the four sectors in the Sport and Recreation industry; community recreation, fitness, outdoor recreation and sport. It provides advice to students on steps they can take to research the Sport and Recreation industry and activities they can undertake to test their commitment and interest. A brief background to employment prospects and a profile on business people in the industry is supported by links to appropriate websites.
PowerUp – Your Career in Utilities and Electrotechnology – CD-ROM	This is an interactive, multimedia CD-ROM filled with information on today's Utilities and Electrotechnology industry opportunities. It profiles different workers in the industry and provides insight into their work and training. It incorporates video footage, sound and stills (graphics, photos), and text descriptions of the industry sectors being case studied, as well as links to other information, regarding employment opportunities and training.
WRAPS Careers: What Do You Want To Be? – Video	The aim of *WRAPS Careers: What Do You Want To Be?* is to provide careers advisers, VET teachers and students with information about careers in the Wholesale, Retail and Personal Services industries.
You Can Do I.T. ICT Careers Expo – Video	This video was filmed at the Information and Communication Technology (ICT) School to Work Information Day 2002. It provides Government school secondary students, careers advisers and parents with a range of available career and training options and current industry trends in the ICT field. The video also features interviews with students and ICT personnel in their workplace.
It's Your Business – DVD	This is a DVD resource for students who think that one day they might like to run their own business. It features: • video footage of four young people who are making it, working for themselves. They explain how they did it, the training they had and who helped them • an info bank with advice on how to get started, how to run a business and how to make it grow • quizzes to test individual suitability for business and the dos and don'ts.
Make It in Metal – CD-ROM	This CD-ROM provides information for people considering a career in the Metal Manufacturing and Engineering industry. It is suitable for use with students undertaking research or as a classroom resource. *Make It in Metal* allows students to meet young people in their workplaces, explore different industry pathways, test their knowledge about access to organisations and resources and learn about jobs.
Welcome To Hospitality – CD-ROM	This CD-ROM looks at a sample of the huge number of jobs that make up the hospitality industry, represented here by the hotel, motel, pubs, clubs and restaurant sectors.
Automotive Careers – CD-ROM	This CD-ROM resource provides information to students on a variety of automotive careers through text, video and still pictures. It is sectioned into the areas of Body Repairs, Mechanical Repairs, Sales and Careers.

5. Vocational and Enterprise Learning Resources

Useful websites

www.curriculumsupport.nsw.edu.au/english
Professional Support and Curriculum Directorate's English homepage. Contains links to resources suitable for teachers of English.

www.det.nsw.edu.au/vetinschools
The Vocational Education in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to vocational education.

www.myfuture.edu.au
Australia's electronic career information service.

www.det.nsw.edu.au/vetinschools/schooltowork
Designed for teachers, this website supports the NSW Government's *School to Work Program*.

www.futurefinder.com.au
This website has a career interest test.

www.newapprenticeships.gov.au
A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

http://apprenticeship.det.nsw.edu.au
The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW.

www.seek.com.au
One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a 'quick job search' by typing 'English' as keywords and discover a plethora of jobs available requiring English skills.

www.workplace.gov.au
'Australian Workplace' offers information on employment, workplace relations, government assistance, jobs, careers, training and wages. It links to **www.jobsearch.gov.au/joboutlook** which contains occupational information such as job prospects and weekly earnings.

www.boardofstudies.nsw.edu.au
This website includes details of the Board of Studies English curriculum.

www.det.nsw.edu.au
The Department of Education and Training has a 'Training and Industry' link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres.

www.det.nsw.edu.au/vetinschools/jobsalive
The *Jobs Alive* website enables students to read about the career pathway of a profiled worker. The site contains a photo of each worker when they were in Year 10. This helps students better understand that these workers were once their age facing similar decision-making issues.

http://girlswork.det.nsw.edu.au
The site looks at some different jobs in the form of *Work Profiles*, shares stories of other young women in *Your Stories* and discusses the different paths you can take between education, training, work and careers in *Pathways*. It helps young women explore their options using a variety of material including e-cards, a quiz, news and lots of links.

http://boyzatwork.det.nsw.edu.au
This website explores the broad range of work and career options available to young men. The *Champions* section has interviews with successful young men, *Jobz 4 the Boyz* looks at a number of jobs and careers that young men may not have considered and *Steer Your Career* shows there is more than one way to get from education and training to work and a career. Young men can consider their education, training and employment options by exploring this website and engaging in the quiz, e-cards, news and lots of links.

www.tafensw.edu.au/nsit/nsijobsforthegirls
This website displays images of eight young women in their workplace. The website has a case study on each of the eight young women that details their path into their chosen career. Better jobs and better pay means confidence and financial independence. The website hopes to interest young women in studying courses that will give them the skills and qualifications they need to pursue their career.

5.2.1 *myfuture.edu.au*

The *myfuture* website is a unique, comprehensive, online career information exploration service which is useful for school students and young people making decisions about subject choice, vocational pathways and employment.

The website allows users to refine their career ideas and to explore the skills and qualifications necessary for their desired career path. Information on awards, scholarships and financial assistance for study is also provided to enable users to shape their educational future.

As young people plan their transition from study to work, further education and employment, they can use *myfuture* to explore their interests and acquired skills and discover a variety of relevant career options. Some of these options may be completely new to them. *myfuture* also has information about the labour market, employment conditions and income data for any region of interest throughout Australia.

The detailed occupation descriptions in *myfuture* are very popular with young people. Young people can be better prepared for the workforce knowing what skills are required and what responsibilities and income to expect in particular jobs and careers. This can directly benefit employers, as new employees will have a higher level of confidence that the job they select is right for them.

Enterprising young people interested in identifying business opportunities and wanting to find out more about setting up a small business are also supported on the *myfuture* website.

For teachers, this website complements vocational learning activities in the classroom and is an innovative technological tool for students to explore career options relating to the eight key learning areas. *The Employment Related Skills Logbook* also features an introductory task to the *myfuture* website in the Student section.

With *myfuture*, career planning and development goes beyond the traditional tasks of selecting an occupation, getting a job, progressing in a single occupational field and planning for retirement. Articles and activities in *myfuture* include life planning and emphasise self-awareness, life long learning, career self-management and lifestyle management. Now go to **www.myfuture.edu.au** and explore the possibilities for yourself.

myfuture
Australia's career information service
myfuture.edu.au

5.2.2 *The Real Game Series*

The Real Game series consists of five developmentally sequenced career development and life skills programs. Each program in *The Real Game* series is a stand-alone teaching and learning tool which addresses the *K-10 Curriculum Framework* broad learning outcome: *Students will understand the work environment and have the knowledge, skills and understandings to evaluate potential career options and pathways.* The programs also encourage contemporary assessment for learning practices, provide student personalised learning opportunities and support quality pedagogy.

Each program includes creative role-playing and simulated activities. As a result, students have fun as they learn about life as an adult, exploring life and work roles in the context of their own career development and life planning. The five programs include:

The Play Real Game	suitable for ages 8 – 10
The Make It Real Game	suitable for ages 10 – 12
The Real Game	suitable for ages 12 – 14
The Be Real Game	suitable for ages 14 – 16
The Get Real Game	suitable for ages 16 – 18

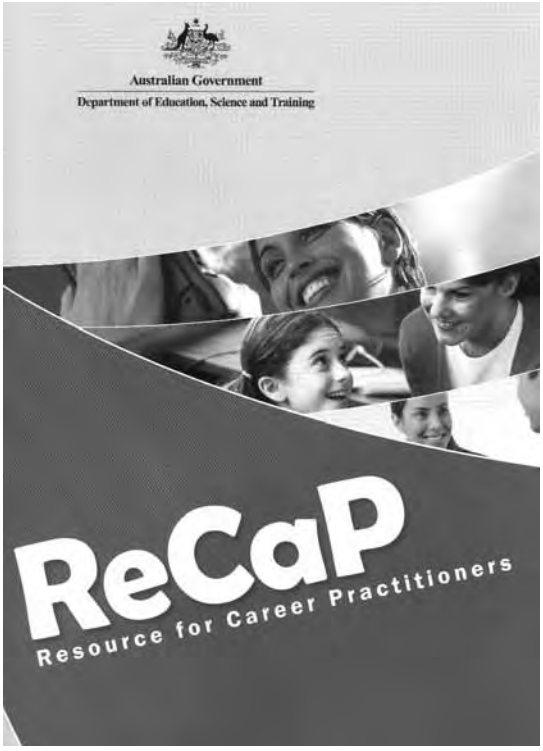
The Real Game series is underpinned by five internationally acknowledged career development themes known as the *High Five*, which have recently been incorporated into the draft prototype of the *Australian Blueprint for Career Development*. These principles are:

- **Focus on the journey**, not the destination
- Know yourself, believe in yourself and **follow your heart**
- You're not alone. **Access your allies**, and be a good ally
- **Change is constant**, and brings with it new opportunities
- **Learning is lifelong**, and it's good. We are most alive when we are learning.

A CD-ROM entitled *Logging the Real Game in NSW Schools* has been developed for teachers to help students identify and record their employment related skills acquired through participation in *The Real Game*. Other features of this resource include: *The Real Game* log sheet and the employment related skills certificate. The sessions and units of *The Real Game* have been mapped against the objectives and outcomes of Stage 4 NSW Board of Studies Commerce, English, Maths and PDHPE syllabuses to show how the program can address course delivery needs across a range of key learning areas.

To access the required teacher training or for more information on *The Real Game* series or *Logging the Real Game in NSW Schools*, contact your Vocational Education Consultant. For more general information about the series or to order products visit the Australian Real Game website: **http://realgame.dest.gov.au**

5.2.3 Links to *ReCaP*



ReCaP (Resource for Career Practitioners) is a quality teacher initiative under the *Australian Government Quality Teacher Program*. The resource provides careers advisers with information about current theories and policies relating to career development. It also provides the most up-to-date information about national programs, resources and materials, and has sections to enable users to include state, local and personal content. *ReCaP* was distributed to all NSW careers advisers in 2004.

The resource contains a series of student activities as black line masters for photocopying. A CD-ROM is also included with electronic versions of all worksheets that allow teachers to customise them to suit individual student needs. Worksheets can also be stored on a school's intranet.

The activities are aligned with the sections covered in the *Employment Related Skills Logbook* and would enhance students' entries and use of the logbook. The set of employment related skills outlined in *ReCaP* align with those listed in the logbook.

ReCaP can be downloaded from the following website: **www.dest.gov.au**

Home>Career Development>Publications & Resources>Publications A-Z>R>ReCaP:resource for career practitioners. Scroll down to Availability and click on HTML.

5.3 Enterprise resources and activities

For more information on enterprise activities and programs that students may wish to participate in, visit the websites listed below.

www.schools.nsw.edu.au/events/statecompetitions/webawards

The Department of Education and Training's Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to immerse themselves in communication technologies. Entering the awards is an excellent way of involving your school in these technologies. The competition is a fantastic way for students to create an educational resource for a world wide audience.

www.curriculumsupport.nsw.edu.au/technology/myda

The Minister's Young Designer Awards (MYDA) promotes innovative Stage 4 Design and Technology. The MYDA encourages students to look at the world around, to investigate products, systems and environments, and to design a successful solution in an area of interest to them. The awards are open to students in Years 7 and 8 in Government and non-Government schools in NSW, either as individual entries or as small group (maximum of six) entries. The challenge offered to students is to develop a project that meets a clearly identified need.

www.mindshop.com.au/mswebpage.nsf/pages/excellence

Mindshop Excellence is a five day work experience program aimed at Year 10 students. A team of six students will visit a host organisation. Facilitators will train students in business processes. Students will then be given a real workplace issue to solve over the course of the five days. The team will present their solution to management, staff, parents and teachers.

www.youth2youth.com.au

Youth 2 Youth run skill based workshops in school or outside school that equip young people with career, enterprise and business skills. They develop two free publications, *Frank* for young women and *Ignite* for all youth – they highlight opportunities, list contacts and provide inspiration for enterprising young people. The site provides youth information and hotlinks to many other sites.

www.anpf.cit.act.edu.au

Australian Network of Practice Firms. A practice firm is a virtual business set up and run by students with support from teachers and a mentor business partner. Practice firms trade in a virtual economy with other practice firms in the network and can attend and participate in trade fairs at a local, regional, state and national level.

www.takethechallenge.com.au

Energy Australia Red Cross Youth Challenge invites young people, their teachers and members of the community to take the challenge by finding a project that helps the community. Groups work together on a project gaining skills in project management, problem solving, research and communication. The site lists available projects or students can come up with their own.

www.sustainableliving.com.au

Sustainable Living Competition is an annual competition for high school students to undertake environmental projects in the classroom individually or by entire school communities. More than $30,000 in prizes.

www.yaa.org.au

Young Achievement Australia (YAA) offers two programs. Business Skills is aimed at Year 11 students. Groups of 20 to 25 students run their own business under the mentorship of a host organisation and take responsibility for all decisions. The program is run over 16 to 24 weeks generally outside school hours. Students can achieve a Certificate II in Business. Business Enterprise is for Years 8-10 students and introduces them to the world of business. Generally conducted in Commerce, Business or Work Education classes.

www.asx.com.au/sharegame

ASX Schools Sharemarket Game is available to students in Years 7-12. Students form a syndicate of two to four students. Each syndicate is provided with an imaginary $50,000 to invest in shares. This hands on experience of the share market will see you involved in internet "share trading" over a 10 week period.

www.austrade.gov.au/studentcentre

Austrade Export Plan Competition is a five week hands on unit where students study business with global potential. Students can apply business, economic and marketing theory and consider the global potential and small business opportunities in their own local area.

www.abw.org.au

Australian Business Week (ABW) offers students several programs. The in-school program is an intensive five day program (involving all Year 10 or 11) where groups of 10 students form a simulated company and assume the key roles of that company's employees. This culminates in the production and marketing of a product at a trade fair.

www.csiro.au/crest

CREST (Creativity in Science and Technology) provides students with a nationally accredited award for completing science or technology research projects. Projects are offered at different levels. Links are made with industry or community workers so students gain an understanding of the role of science and engineering in the community.

www.enya.org.au

The Enterprise Network for Young Australians (ENYA) promotes the active participation of young people (aged 15-30) in enterprise in an ethical and sustainable manner. It can assist them to set up their own enterprise by directing them to funding opportunities, mentors and training. ENYA has links to many other sites targeting youth.

www.govolunteer.com.au

Go Volunteer provides young people with all the information necessary if they are considering volunteering or seeking volunteer opportunities in their local area.

www.youthgas.com.au/about

Youthgas provides timely and accessible youth information/opportunities, a space for younger voices to be expressed and a place for people to share and learn about issues and concerns.

www.youngaustralians.org

The Foundation for Young Australians is committed to developing innovative initiatives that support and empower the lives of young Australians aged 12-25. They provide seed funding and help young people develop their ideas.

www.myownbusiness.org

My Own Business site is a free Internet business course on starting up and operating your own business. It offers resources, forum and chat, various courses and helpful information geared toward successful business.

www.highschoolstartups.com

High School Start Ups is designed to encourage enterprising young people. It provides useful information for students thinking about establishing their own business or a partnership business.

5.4 *Teachers in Business* – an opportunity for teachers

The Teachers in Business Program (TIB) provides teachers with work opportunities outside of school that will enhance their own industry/business experience and vocational learning. It will allow teachers to add value to curriculum delivery as they transfer the knowledge and skills learnt during the placement back into the classroom. It is also a means by which teachers can forge valuable links to industry for their school.

All teachers K-12 are eligible to apply for this program. Teacher relief is available to support teacher placements during school time. Teachers negotiate their placement with a suitable organisation or are 'matched' with the support of industry.

Teachers need to clearly outline how the placement will enhance their teaching. Examples include:

- Project management for leadership roles
- Business organisation
- Career pathways in a business or industry
- Examining new and emerging technologies in a specific industry area
- Event management that will assist in planning school or local events
- Examining ways in which industry and school can work together
- Examining services available to students when they leave school
- Investigating a range of support services for students with special needs
- Working with practice firm business mentor.

Teachers will be required to share their learning with others at the school, local or regional level.

Contact your local Vocational Education Consultant for the Guidelines and Application form.

Notes